DOCUMENT RESUME

ED 185 709 EC 123 419

AUTHOR	Tucker, James A.: And Others
TITLE	Implementing Childfind/Serve: A Resource Handbook for Educators.
INSTITUTION	Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	79
CONTRACT	300-78-0023
NOTE	125p.: Title pages of each monograph and section will reproduce poorly due to color of original.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Advertising: Agency Cooperation: Annotated Bibliographies: Coordination: *Disabilities: Educational Legislation: Guidelines: *Identification: Program Design: *Program Development: Program Evaluation
IDENTIFIERS	*Child Find

ABSTRACT

Designed as a resource for all educational personnel involved with Child Find/Serve activities, the manual contains three sections which may be used independently or as a group to provide an overview of the Child Find/Serve process. The first section is an activity based handbook developed to assist in the evaluation of existing and beginning programs. Guidelines and suggested strategies are presented to help local, intermediate, and state education agencies in the identification, appraisal, and educational services of handicapped children (to age 21). The second section contains five monographs on the following topics: (1) changes in Child Find as a result of P.L. 94-142 (the Education for All Handicapped Children Act), (2) child tracking systems, (3) interagency coordination of Child Find efforts, (4) direction service, and (5) the role of an advertising/public relations firm in Child Find. The third section is an annotated bibliography of publications covering aspects of the Child Find/Serve program. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IMPLEMENTING CHILDFIND/SERVE:

A Resource Handbook for Educators

Compiled by the

Midwest Regional Resource Center

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Raymond L. Fortner
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC123419

Permission to duplicate this product is granted by the Midwest Regional Resource Center (MRRC) continguent upon the MRRC being given credit for its development.

1979
Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311

This project has been funded at least in part with Federal funds from the Department of Health, Education and Welfare under contract number 300-78-0023. The contents of this publication do not necessarily reflect the views or policies of the Department of Health, Education and Welfare, nor does mention of trade names, commercial products or organizations imply endorsement by the U. S. Government.

INTRODUCTION

In response to a regional need identified during the 1978 - 1979 contract period, the Midwest Regional Resource Center contracted to provide this document: IMPLEMENTING CHILD FIND/SERVE: A Resource Handbook for Educators. Its purpose was to further facilitate each state's Child Find/Serve effort and, through them, the provision of a free and appropriate education for each handicapped child.

By design this handbook is intended to be a practical, working resource for all educational personnel concerned about or involved with Child Find/Serve activities. Each of the three sections serves an independent function while also lending its content to the overall flow of an ongoing Child Find/Serve process.

In use, the content of each section is developed to serve the following purposes.

Section I - - Implementing Child Find/Serve: A Resource Manual

This manual is an activity based handbook designed to assist in the evaluation of existing and beginning Child Find/Serve programs. Guidelines and suggested strategies presented will assist state, intermediate, and local education agencies in the identification, appraisal and educational services for handicpapped children 0 to 21 years of age. Its intent is to focus on a responsive direction service process for planning, implementing and (re)evaluating current Child Find/Serve efforts.

In preparing this section, the author, Jim Tucker, wishes to acknowledge Henry Morrow and Judi Coutler for their assistance in the preparation of the document.

Section II - - Supplementary Resource Articles

Five brief topical monographs covering specific areas which have proven to be major concerns in a Child Find/Serve program. The topics included are; 1) Child Find - The Old New System, 2) Child Tracking Systems; A Working Model, 3) Direction Service: Basic to a Successful Child Find Program, 4) Interagency Coordination of Child Efforts - - Luxury or Necessity?, and 5) The Role of an Advertising/Public Relations Firm in Childfind.

Section III - - Annotated Bibliography

Annotated references to current publications covering virtually every aspect of a Child Find/Serve program are presented. While this bibliography is not intended to represent an inclusive listing of all such material, it does provide the reader access to the experiences of leaders in the field, as well as recommendations for further review.

In this period of renewed interest in locating and serving handicapped children, the educational community is finding itself confronted with many challenges. This handbook represents one type of assistance available to state departments and, through them, local education agencies in responding to these challenges. To that end, the reader is encouraged to modify or adapt, as necessary, any of the following material to fit his/her unique circumstances.

Midwest Regional Resource Center

IMPLEMENTING CHILDFIND/SERVE:

A Resource Model

by

James A. Tucker, Ph.D.

and the

Midwest Regional Resource Center

Drake University

Des Moines, Iowa 50311

TABLE OF CONTENTS

INTRODUCTION TO THE MANUAL 1

Purpose and Scope

Organization of the Manual

How to Use Child Find/Serve Criteria Checklist

How to Use Evaluation Criteria Checklist

A Note on References

I. FUNDING, STAFF SELECTION AND TRAINING 15

Obtaining Funding Allocations

Staff Selection and Training Process

II. DIRECT COMMUNITY EDUCATION AND AWARENESS 24

Key Areas in Community Education and Awareness

Selecting An Advertising/Public Relations Firm

III. IDENTIFY 33

Parent Permission and Referral Criteria

IV. APPRAISE 43

Child Serve Begins with Appraisal

V. SERVE 50

Current Trends in Interagency Cooperation

VI. TRACK 56

Monitoring Child Find/Serve

OVERVIEW CRITERIA CHECKLIST FOR CHILD FIND/SERVE 59

INTRODUCTION TO THE MANUAL

PURPOSE AND SCOPE

This manual is an activity based handbook designed to assist in the evaluation of existing and beginning Child Find/Serve programs. Guidelines and suggested strategies assist state, intermediate and local education agencies in the identification, appraisal and educational services for handicapped children 0 to 21 years. The intent of this manual is to focus on a responsive direction service process for planning, implementing and (re)evaluating current Child Find/Serve efforts.

The scope of the Manual covers identifiable and sequential steps for meeting major criteria of P. L. 94-142:

". All handicapped children who require special education programming shall be guaranteed its availability.

. Decision making concerning the provision of special education to handicapped children shall be appropriate and fair.

. At all levels of government, clear management, auditing requirements, and procedures regarding special education shall be established.

. Specially designed instruction, at no cost to parents or guardians, will meet the unique needs of a handicapped child . . ."

This manual also recognizes a renewed effort in evaluating the effectiveness of Child Serve in light of a BEH report on the October 1, 1978, child count[1]:

. Less than 12% of all children in school programs were receiving special services.

. A discrepancy exists between the total expected handicapped children 0 to 21 years and the number reported, 8 million projected versus 3.7 million handicapped children currently served.

[1]Janssen, D.R., "Child Find: Problems and Issues". Lexington, Kentucky: Mid-South Regional Resource Center, Bulletin #6, January 1, 1979

- State education agencies report a wide range of prevalence data regarding handicapped pupils. State prevalence figures vary from 2.5% to 11.2% of total school populations.

- Differences among districts within states are substantial (for example, a range of 6.0% to 27.5% was reported in one state).

Using P. L. 94-142 criteria and BEH guidelines, all state education agencies will implement Child Find/Child Serve programs to provide a free and appropriate education for all handicapped children ages 0 to 21 years who are eligible for special education services. The contents of this manual provide a specific sequential outline for implementing a responsive Child Find/Child Serve program.

ORGANIZATION OF THE MANUAL[2]

The manual emphasizes an ongoing continuum of overlapping goals, objectives and services for Child Find/Serve. Its content centers on strategy based suggestions for planning, implementing and evaluating each phase of state, intermediate unit, and local programs. This content can be applied to current or beginning programs by using a diagnostic checklist feature built into each major program component. Instructions for using the diagnostic evaluation procedure are given in the section titled "How to Use Child Find/Serve Criteria Checklist". Additionally, each section presents key issues which are sensitive to successful implementation and can also be applied to your program and evaluated by the diagnostic checklist. The manual gives suggested evaluation criteria at the end of each major section for answering the question, "Does our program cover all our identified needs and has it accomplished our goals

[2]Refer to TABLE 1: Direction Service Process for Child Find/Child Serve.

and objectives?". Instructions for using the evaluation criteria section are given in the section titled "How to Use Evaluation Criteria Checklist".

The manual is organized sequentially into six main sections:

I. FUNDING, STAFF SELECTION AND TRAINING -- details methods for needs assessment, budget development and procedures for what to look for in staff selection and training programs.

II. COMMUNITY EDUCATION AND AWARENESS -- gives technical assistance information for an effective and highly visible public awareness campaign for identified community groups (i.e. parents, minorities, school drop-outs) and agencies.

III. IDENTIFICATION -- deals with receipt and processing of referrals, screening, family and LEA contacts and maintaining ongoing public awareness of Child Find efforts.

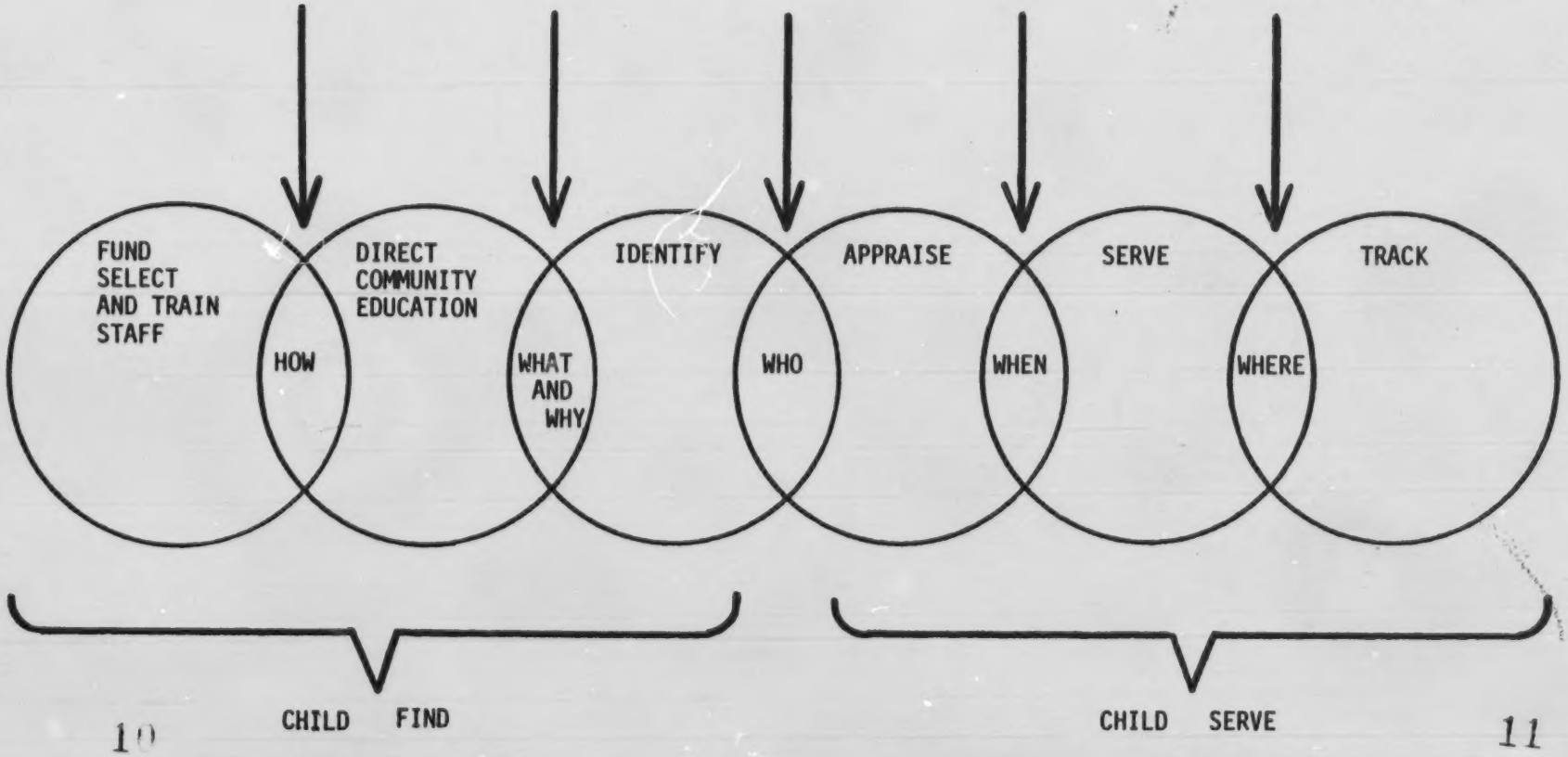
IV. APPRAISE -- outlines a step-by-step process for developing a directory of appraisal services and compliance with comprehensive assessment and educational placement guidelines.

V. SERVE -- offers a global overview of Child Serve goals and objectives. Special emphasis is given to developing interagency liaison and the support of ongoing interagency cooperation on a state, intermediate and local level along with federal regulatory and service agencies.

VI. TRACK -- presents an overall design for monitoring a child's status and progress through the Child/Find/Serve system. A tracking system model also describes strategies for determining future program and staff development needs.

TABLE 1: DIRECTION SERVICE PROCESS FOR CHILD FIND/CHILD SERVE

DEVELOP	PROVIDE	FOR	DETERMINE	BY
Responsive			Who is	
. planning	. free	. all	. eligible	. state
. implementation	. appropriate	. handicapped	. ineligible	. regional
. evaluation	. education	. children	. underserved	. local
. follow-up	. P.L. 94-142	. 0 to 21 years	. currently served	. education and
				. community agencies



HOW TO USE CHILD FIND/CHILD SERVE CRITERIA CHECKLIST

. Why is this manual activity based?

The criteria checklist designed for this manual provides a means for applying strategies and key issues developed by other successful and exemplary Child Find/Serve programs to your efforts. In addition, the criteria checklist serves as a specific catalyst for tailoring unique strategies and issues to special identified needs of your program (i.e. rural settings, unique ethnic groups). Including a diagnostic checklist for your use not only provides a helpful resource of strategies and keys to sensitive issues, but also gives personnel of beginning and existing programs a means for applying those strategies and issues and determining their applicability and effectiveness in individual and unique programs.

. Where can I locate the diagnostic checklist?

Along the right hand margin of the page is a header area labeled with the following categories:

- Phase I -- PLAN
- Phase II -- IMPLEMENT
- Phase III -- EVALUATE
- Phase IV -- FOLLOW-UP (RE-EVALUATE)

- Why is the diagnostic checklist inserted in the margin?
  - To provide the reader an ongoing assessment of program needs while also giving resource strategies and technical assistance tips.
  - To give the potential Child Find/Serve program a complete step-by-step process tailored to individual needs and circumstances.
- How can I use the diagnostic checklist method?

  As strategies and key issues are presented in the manual, simply check off (✔) in the right-hand margin whether your Child Find/Serve program is in the process of planning, implementing, evaluating or following-up that specific strategy or issue. Checking off program components, methods, strategies and issues as you read along will give you, at completion of the manual, a needs assessment and current status report for your program.

- EXAMPLE OF MARGIN CHECKLIST METHOD:
- Design a training program for personnel --

  INCLUDE TRAINING IN:

  * public awareness campaign
  * house to house canvass
  * making family contacts
  * making LEA contacts

KEY ISSUES IN FUNDING, STAFF SELECTION AND TRAINING:

A. Be aware of positive and negative attitudes and expectations of LEAs and community groups in offering funding and/or services support to your program. What do these agencies and groups expect in return for their investment?

. How can I interpret and use the results from the diagnostic checklist in the margin?

Using the example cited, note checks have been placed in various categories of plan, implement, etc. beside a staff training strategy and training steps as well as a key issue. An interpretation of the results indicates two phases of the key training steps are in the planning phase and two phases have been implemented or executed. These results show specifically the following data:

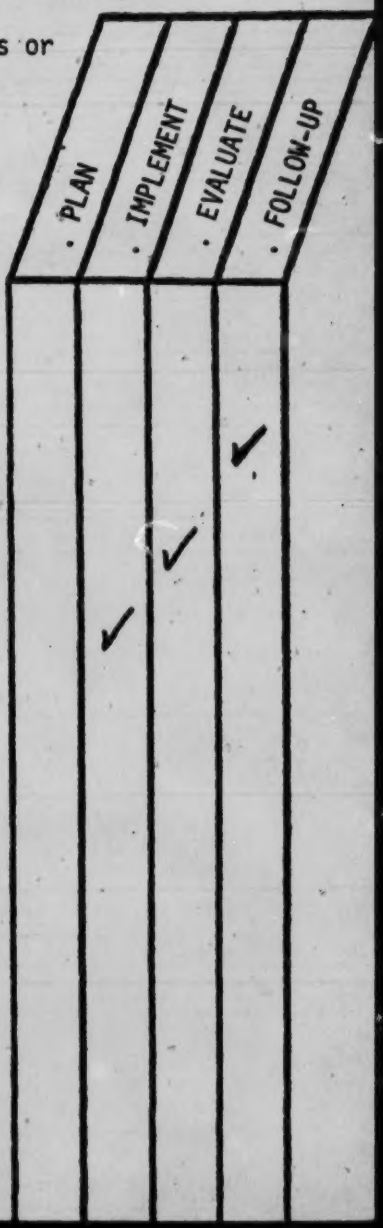
- The training program is following an appropriate sequential order.
- Training continuity and coherence is being maintained.
- Time-lines for training have been established.
- Two phases of training are ready for an initial evaluation.
- A strategy for dealing with LEA and community expectations has been developed and is ready for execution.

USE RESULTS --

- As a pre/mid-point/post-evaluation method during key phases of planning and implementation.
- As a continuing resource during the plan-implement-(re)evaluate process.
- As a model and guide for designing objective evaluations for client LEAs, parents and community groups.
- To graph and/or chart a visual overview and presentation of the current and projected progress of your program.
- As an informational model to give a status report to funding agencies and staff.
- To avoid omitting significant and key steps.
- As an ongoing follow-up procedure for monitoring the overall impact of your program.

. How can I get a global overview of my Child Find/Serve program in comparison to all six components?

Located at the end of the manual is a less detailed overview checklist for recording the overall status of your Child Find/Serve program. Remember the checklist in the right-hand margin is for evaluating specific step-by-step strategies and issues for each of the six Child Find/Serve components. The margin checklist is used to identify the status of your program within a Child Find/Serve component. The overview checklist at the end of the manual is used to locate where improvements or implementation are needed across the six major areas.



EXAMPLE OF OVERVIEW CHECKLIST

5. SERVE --

- Compose and maintain a directory of program services
- Initiate and sustain interagency cooperation
- Provide effective and timely follow-up

- How can I interpret and use the results from the overview checklist at the end of the manual?

  An interpretation of the example indicates --

  - It is time to follow-up on the program services listed in the directory.
  - Personnel should meet and discuss if the Child Find/Serve is on target in interagency coordination of services and agreements.
  - It is time to collect evaluation surveys from parents and applicable agencies to assess current services.

USE RESULTS --

- To identify strong points of your Child Find/Serve.
- To pin-point major gaps in services.
- To chart an overview of your program.
- To obtain a quick program status report.

HOW TO USE EVALUATION CRITERIA CHECKLIST

- Why is there an evaluation checklist in addition to a diagnostic checklist?

  - The diagnostic checklist addresses questions like -- What steps are needed to plan, implement and (re)evaluate Child Find/Serve?

    What do we do to accomplish Child Find/Serve goals and objectives?

  - The evaluation criteria checklist answers questions such as --
    How can we tell Child Find/Serve goals and objectives have been accomplished?

    How can we identify and evaluate program strengths and weaknesses?

- How are results from the evaluation criteria checklist different from the diagnostic checklist?
  - Results from the diagnostic checklist provide methods and key steps for making a Child Find/Serve operational.
  - Results from the evaluation criteria checklist indicate the strengths, weaknesses and areas for improvement in Child Find/Serve.
  - The diagnostic checklist is a guide for what to do.
  - The evaluation criteria checklist shows when a program is on target.
- Where can I locate the evaluation criteria checklist?
  - The evaluation criteria checklist is located at the end of each major section prior to the references section.

EVALUATION CRITERIA: Instructions -- Apply the following criteria to your own Child Find/Serve program. Check off (✓) the category most descriptive of your current program strategies.

SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS

- How can I use the evaluation criteria checklist method?

  Identified key steps of the six major Child Find/Serve components are presented in sequential order with four evaluatio categories:

  - SATISFACTORY -- signifies your program steps are meeting the needs of clients and established goals.
  - NOT APPLICABLE -- indicates due to scope (state versus local) or unique needs (rural versus urban) of your program, the key step presented is not relevant to your situation.
  - NEEDS CLARIFICATION -- points to the need for moderate readjustments or changes in the step in question -- your program is <u>almost</u> on target.
  - DELETIONS/ADDITIONS -- requires major changes in either the sequence or content of your program components. In this category, either a step or strategy has failed and <u>needs deletion</u> or to be repositioned next to an <u>added</u> step which would then insure a successful outcome.

In addition to key steps, two areas are provided in order to help you identify and articulate program needs <u>unique</u> to your Child Find/Serve:

- Develop <u>strategies</u> unique to your area program:

  _____

  _____

  <u>EXAMPLE</u>:

  - <u>Unique need</u> -- an area served with a large group of non-English speaking children.

    <u>Unique strategies</u> --

    1. Select and train some bilingual personnel
    2. Develop a bilingual media presentation for your Child Find campaign.

- What <u>key issues</u> are specific to your program?

  _____

  _____

EXAMPLE:

- Unique need -- training LEA personnel in a rural, sparsely populated area to serve a wide-range of severely/multi-handicapped students.

- Unique issue -- remain sensitive to concerns and practical limitations of the personnel, inadequately designed facilities, large student/teacher ratio and feelings of inadequacy on the part of the staff to teach severely/multi-handicapped.

- EXAMPLE OF EVALUATION CRITERIA CHECKLIST:

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
Training:				
. # of hours	✓			
. training modules			✓	
. time-lines				✓
. consultants used	✓			

- How can I interpret and use the results from the evaluation criteria checklist?

In the example given, the checks in the satisfactory, not applicable, etc. describe specific strengths and weaknesses in the staff training program. Results of the example evaluation provide the following data.

- Number of hours for training is satisfactory and on target.
- The training modules need some minor changes to be more effective.
- Time-lines for training need revision and better sequencing with the training modules.
- Consultants used are satisfactory.

USE RESULTS TO --

- Identify program strengths and weaknesses.
- Measure outcomes of program goals and objectives.
- Present accountability data to sponsoring agencies and community groups.
- Answer question, "How do we know if/when our Child Find/ Serve is meeting identified client needs?"

A NOTE ON REFERENCES --

At the end of each major component is a reference section citing articles and sources from which the technical assistance information for that component was taken. As a follow-up to this resource manual, Sections II and III are presented to complement the activity based handbook. Section II includes the complete text of featured articles from the resource model. Section III is an annotated bibliography citing exemplary resources, agencies, media and materials for use by existing or beginning Child Find/Serve programs.

The resource manual provides a detailed sequential plan for implementation of Child Find/Serve. The supplements to the resource manual expand on key issues and strategies and offer a more extensive list of Child Find/Serve resources.

I. FUNDING, STAFF SELECTION AND TRAINING

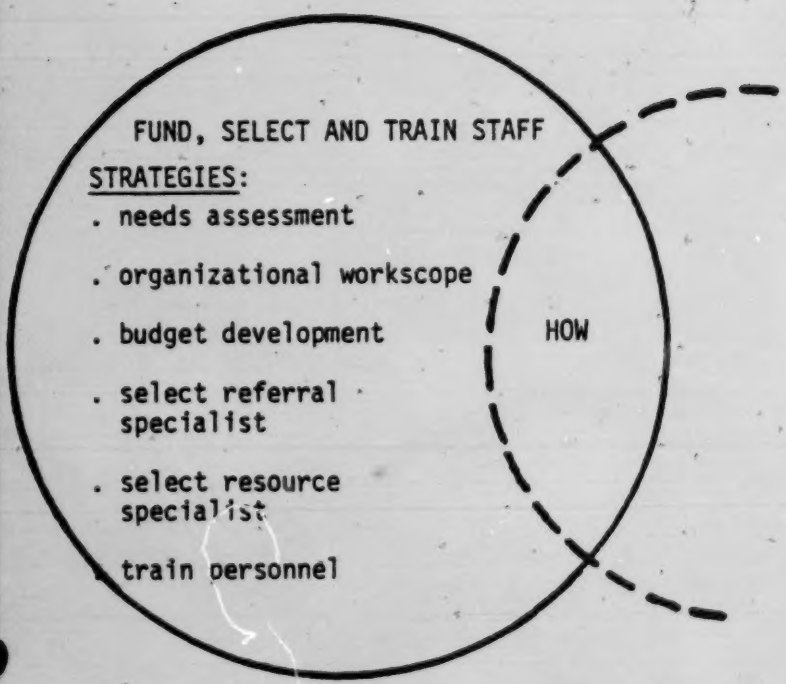
OVERVIEW

A. Initial and continued success of any Child Find/Serve effort requires a specific and detailed funding proposal.

B. The second major step for successful Child Find/Serve implementation entails building appropriate staff job descriptions and matching skilled and talented people to staffing needs.

C. Funding, staff selection and training are the first steps in an ongoing direction service process that includes:

- Direct Community Education and Awareness
- Identify
- Appraise
- Serve
- Track



OBTAINING FUNDING ALLOCATIONS

Funding is the key to developing responsive planning, implementation, evaluation and follow-up in Child Find/Serve programs. Establishing funding needs is a primary goal, and allocations will vary according to program needs and scope:

- Is the service area covered on a state, intermediate education unit or local level?
- Is the demographic area served rural, urban sparsely populated?
- Are community resources such as local schools or mental health-mental retardation services currently providing extensive, moderate or few unique programs for severely/multi-handicapped?
- Does the community served have the potential for a task force and volunteers as an additional support system to your program?

Answers to questions posed requires each potential Child Find/Serve to develop a sequentially ordered set of strategies to insure that funding requests are adequate to meet the goals and objectives of the proposal. Funding strategies presented should serve as guidelines for developing programs as well as being a catalyst for designing unique strategies to meet individual needs not common to other programs.

FUNDING STRATEGIES:

Use the right-hand margin to check off (✓) the phase most applicable to your program -- PHASE I - PLAN, PHASE II - IMPLEMENT, PHASE III - EVALUATE and PHASE IV - FOLLOW-UP (REEVALUATE).

. Conduct a needs assessment of area to be served --

  . The area to be served is

    * state
    * regional
    * local

  . Survey students currently identified and served --

    * school
    * age
    * ethnic grouping
    * handicap
    * parent involvement

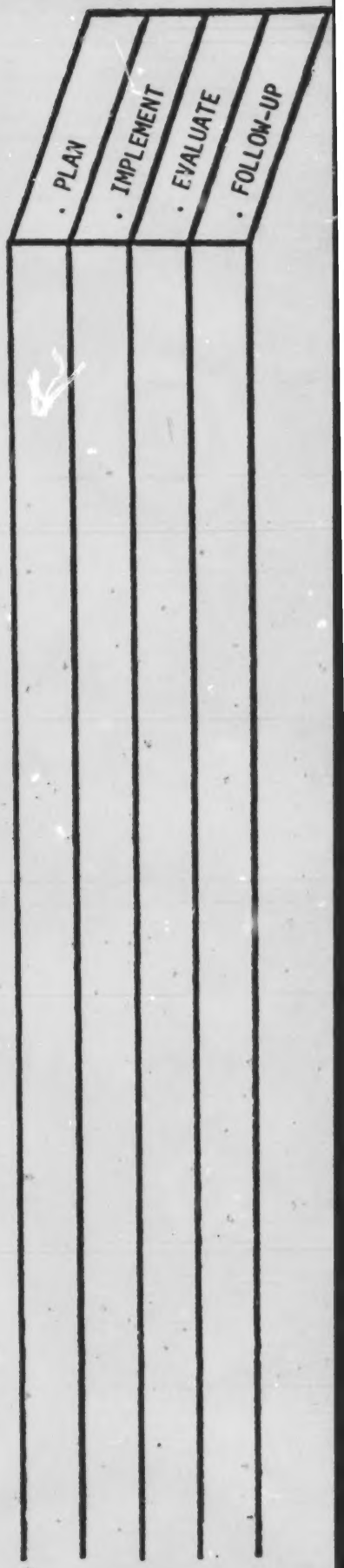
  . Develop a task force to serve as technical assistance advisors --

    INCLUDE:

    * prominent school administrators
    * parents
    * community agency representatives
    * Chamber of Commerce, business leaders
    * area university advisors
    * national, state and regional resources (i.e. MRRC)

  . Survey agencies, schools, businesses for donated services, office space media, materials, clerical staff

  . Compile above survey results into a report to use for organizational workscope and budget development



. Develop an organizational workscope for presentation of funding requests to funding agencies and sources --

INCLUDE:

* time-lines for phases of implementation
* graphs, charts, visual illustrations of needs assessment results and projected needs
* statements of support from LEAs and community agencies
* diagram of proposed staffing needs and how staff will interrelate with cooperating LEAs and community agency staff.
* summary statement of specific goals, objectives and rationales of program components

. Use the organizational workscope and needs assessment to compose budget needs --

INCLUDE:

* monies, services, materials supplied/donated by supporting agencies and institutions
* pay roll costs for employees and employee travel expense
* purchased and contracted services to include consultant fees, rental on equipment, telephone, etc.
* supplies and materials
* miscellaneous operating expense
* capital outlay

STAFF SELECTION AND TRAINING PROCESS

With adequate funding sources assured, efforts can be directed to personnel selection and development. Matching professional and social skills with job performance needs is an integral key to program success. Careful personnel recruitment will guarantee both adequate program implementation and another necessary ingredient for Child Find/ Serve outcomes -- responsive follow-up services.

Identified strategies for optimal direction service outcomes include two types of personnel:

1. referral specialists and
2. resource specialists.

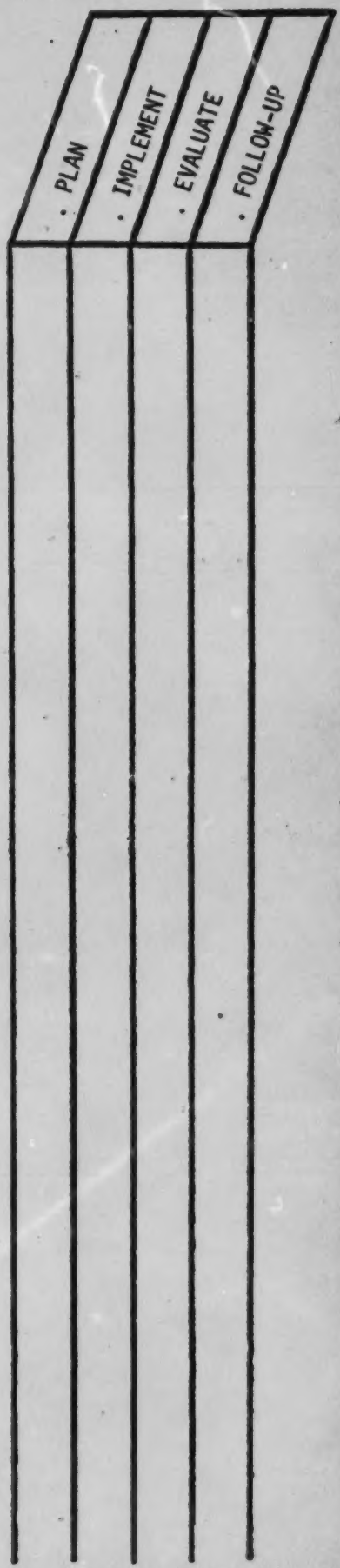
For limited budget programs, one person may be required to perform both program functions. Staff training then becomes an important factor for desired program results.

STAFF SELECTION AND TRAINING STRATEGIES:

Use the right-hand margin to check off (✔) the phase most applicable to your program.

. Select referral specialist --

* consider professional creditials of a good case worker type
* applicant commands client respect
* can serve in a child advocacy role
* exhibits important supportive personality characteristics such as empathy, patience, persistence to detail



. Select resource specialist --

* can present some professional experience and references related to serving handicapped children
* is knowledgeable about types of services offered and commands an overview of services needed
* is capable to making and sustaining contacts with LEAs, community agency personnel and parents

. Design a training program for personnel --

INCLUDE TRAINING IN:

* public awareness campaign
* house to house canvass
* making family contacts
* making LEA contacts
* interagency cooperation
* direction service overview
* appraisal and instructional programs
* tracking

KEY ISSUES IN FUNDING, STAFF SELECTION AND TRAINING:

A. Be aware of positive and negative attitudes and expectations of LEAs and community groups in offering funding and/or services support to your program. What do these agencies and groups expect in return for their investment?

B. Knowing positive and negative attitudes and expectations of parents for services to their children is a critical area. Prevent negative attitudes with careful staff selection and training. A competent, responsive staff will insure a more successful match of identified clients with appropriate services.

C. Discuss critical success variables for staff selection and training to assure open channels of communication among personnel. Be sure each person understands their role in the team effort.

EVALUATION CRITERIA: Instructions -- Apply the following criteria to your own Child Find/Serve program. Check off (✓) the category most descriptive of your current program strategies.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Needs assessment --				
2. Organizational workscope --				
3. Budget development --				
4. Select referral/ resource specialist --				
5. Training:				
. # of hours				
. training modules				
. time-lines				
. consultants used				

Develop strategies unique to your area program:

_____

_____

_____

_____

What key issues are specific to your program?

_____

_____

_____

_____

REFERENCES:

Janssen, D. R., "Child Find: Problems and Issues", Lexington, Kentucky; Mid-South Regional Resource Center, Bulletin #6, January 1, 1979.

"Special Education Needs Assessment Study", Boise, Idaho: Department of Public Instruction, Department of Special Education.

"Child Find:, Trenton, New Jersey: Department of Public Instruction, Department of Special Education.

"Statewide Child Find System -- Phases I, II, III, and IV", Title VI, Education of the Handicapped Act, Part B, P.L. 93-380, Austin, Texas: Texas Education Agency, Department of Special Education.

Tucker, J. A., "Direction Service: Basic to a Successful Child Find Program", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979.

II. DIRECT COMMUNITY EDUCATION AND AWARENESS

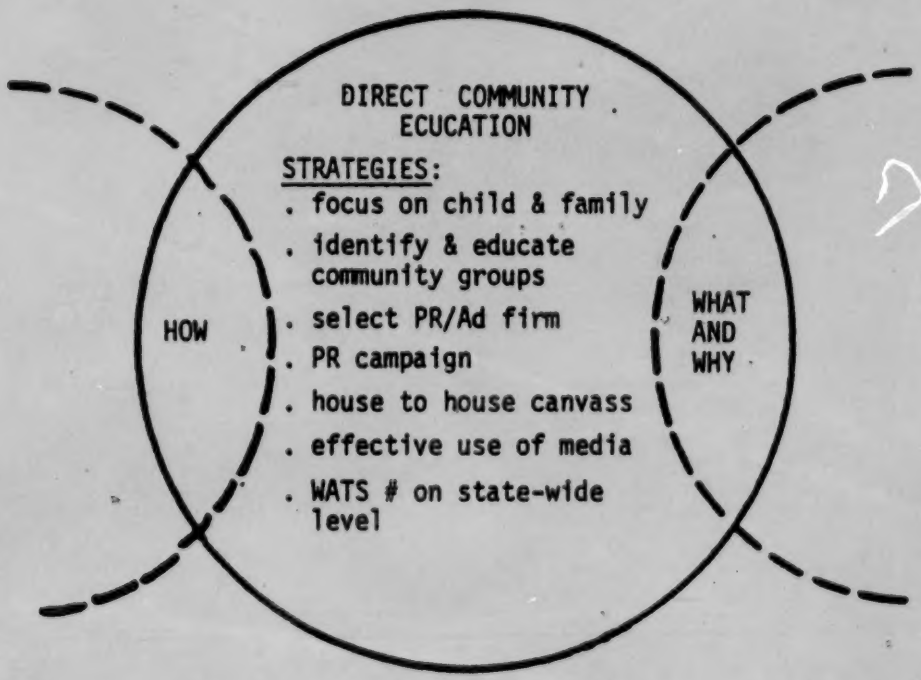
OVERVIEW

A. The basic purpose for conducting community education is to establish a network for referrals to the Child Find program.

B. An effective child identification effort depends on successful timing, visibility and possibly the services of a professional advertising firm.

C. Awareness of Child Find should be directed to specific community groups:

- parents
- school personnel
- minorities
- community professionals (i.e. physicians)
- school drop-outs
- handicapped



KEY AREAS IN COMMUNITY EDUCATION AND AWARENESS

Timely and well-planned community education is a key link for establishing an effective network of referrals for Child Find. Planning a community education campaign requires specific goals, objectives and projected outcomes to insure success. Key areas to be addressed include:

- Defining major steps of Child Find.
- Targeting the audience groups to be educated.
- Knowing current levels of awareness for audience -- does the audience now have an awareness, understanding and acceptance of severely/multi-handicapped or does this area need more clarification?
- Planning the content of the Child Find campaign -- what are community attitudes and expectations? Build acceptance of the Child Find goals emphasizing the benefits to the community which accompany education of the handicapped.
- Selecting methods to use for the PR campaign -- do you want to use a state-wide toll free WATS line, T.V. and radio spots, multi-media presentations, brochures, etc.?

Once goals, objectives and projected outcomes are established, the next step is initiating and executing a Child Find campaign. Two major considerations should be dealt with at the point of implementation:

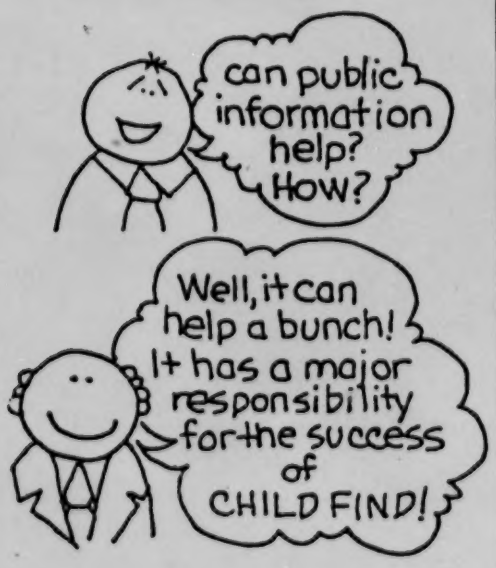
A. Keeping the focus of your Child Find campaign on the child and his/her family.

B. Deciding to use and selecting a professional public relations/ advertising firm to insure professional media presentation of Child Find goals.

SELECTING AN ADVERTISING/PUBLIC RELATIONS FIRM

Texas and Indiana are examples of two state Child Find/Serve programs using the services of a professional advertising agency. One professional agency developed an international award winning film presentation for the Texas Child Find/Serve. A sample of their written media material composed and presented in a "Child Find Public Information Handbook" illustrates how one state program dealt with community awareness.

Child Find Public Information Goals



- Establish and sustain a high level of public awareness that every handicapped child in the state of Texas is assured a free public education.
- Create a public awareness of the fact that only 76% of school age handicapped children are receiving appropriate special services and that, through CHILD FIND, TEA and local education agencies are actively involved in locating and serving every handicapped child in the state.

One of the supplemental reference articles also describes what services potential client Child Find programs can expect from advertising firms:

- professional planning and execution
- market research studies to identify audience groups and awareness and attitudes
- time tables for effective media visibility
- initiative in the PR campaign via organization of volunteers, dissemination of press kits, etc.
- advertising products a cut above due to art, film graphics expertise
- more effective media outcomes because ad firms have already established contacts with media (i.e. radio, T.V., newspapers)

COMMUNITY EDUCATION AND AWARENESS STRATEGIES:

Use the right-hand margin to check off (✓) the phase most applicable to your program.

. PLAN	. IMPLEMENT	. EVALUATE	. FOLLOW-UP

. Keep the focus on the child and family --

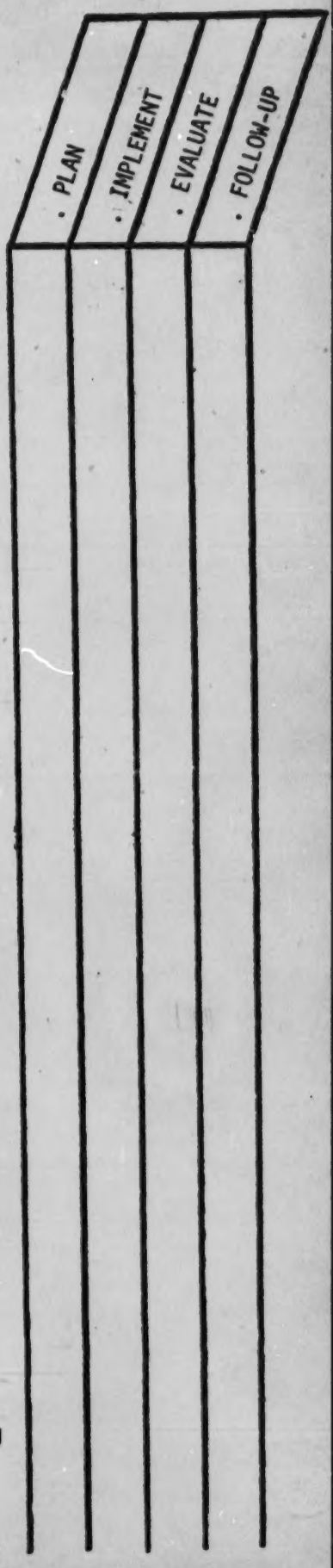
* do a feature story of a handicapped child and his/her family for the media and community groups.
* present child focused media and group discussion presentations to PTAs, Women's Club, Chamber of Commerce, etc.
* feature a community "day for the handicapped". Have key community figures (i.e. mayor, business leaders) volunteer to be a "handicapped person" for the day (i.e. simulate being blind, physically handicapped in a wheel chair for the day, etc.) to illustrate a typical day of barriers for handicapped persons.

. Identify community groups in need of education and awareness --

* parents
* school personnel
* minorities
* community professionals (physicians, etc.)
* school drop-outs
* handicapped
* others (list):

. Select a professional advertising/public relations firm

* prepare a list of all potential agencies
* use the Standard Directory of Advertising Agencies as a resource
* draft a letter stating your objectives
* request specific references, samples of work and information about firm (what area the firm serves, fees, production facilities, etc.)



* review written replies

* select a small number of agencies to make presentations

* make a final choice

. Conduct a public relations campaign and house to house canvass --

* follow the schedule and program composed by PR/AD firm, if used

* cost out and design media materials

  . T.V. presentations

  . radio spots

  . newspaper articles

  . posters

  . bumper stickers, lapel buttons, etc.

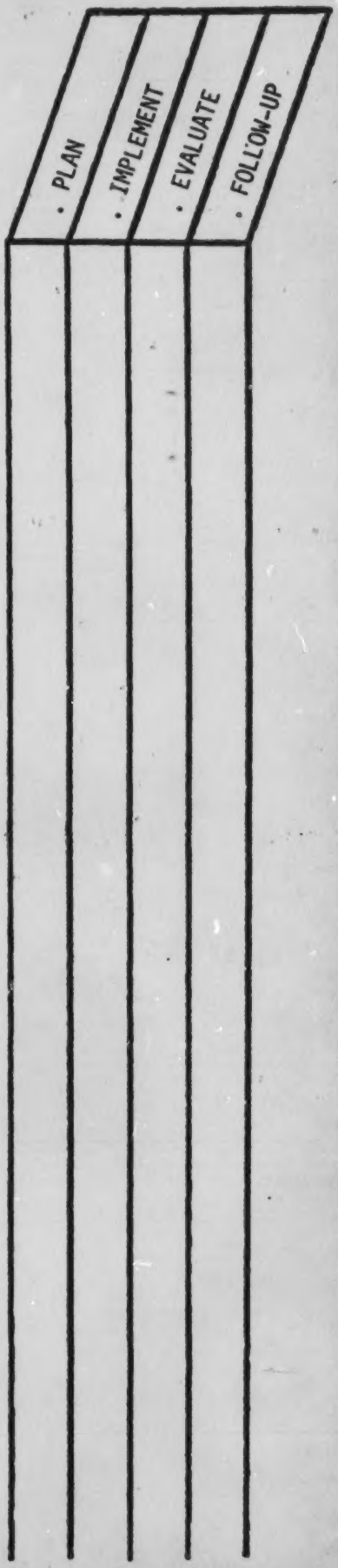
  . brochures and fliers

* Review and make changes to media presentations before giving final approval on products

* Develop time-lines for media education to specific community groups and determine costs --

FOR EXAMPLE:

Audience	Channel	When	Objective	Cost
General Public	Newspaper Article	July 12 August 15	To publcize the special classes for severely handicapped children	Public Service
Parents	Letter through schools	September 7	To inform about possible learning problems in 3-4-5 year olds	Printing



* Follow and reinforce states of effective communication:

  1. Build awareness

  2. Sustain public interest

  3. Have audience evaluate your service

  4. Clients try out your WATS line, T.V. spots, etc. and referrals come in

  5. Persist with repetition and give it time and the referrals on children "found" will come in

KEY ISSUES IN COMMUNITY EDUCATION AND AWARENESS

A. Be cautions in making assumptions about the general public's knowledge and awareness of the needs of the handicapped child -- identify these needs of the unserved handicapped for the general public and community groups.

B. Emphasize the benefits to the community in general which accompany full funding of services for unserved and underserved handicapped children.

C. Note a high quality public awareness campaign often involves selection of a professional advertising/public relations firm -- recognize your strengths and weaknesses and note deficits in media skills such as jingle writing and film production.

D. Remember successful PR campaign outcomes depend on:

   . your careful planning

   . effective communication of goals and objectives to the selected ad firm

   . selecting a firm sensitive to your needs

   . monitoring and editing products your ad agency develops to insure your needs are met

E. KEEP THE FOCUS OF YOUR PR CAMPAIGN ON THE CHILD AND FAMILY IN NEED OF SERVICES

EVALUATION CRITERIA: Instructions -- Apply the following criteria to your own Child Find/Serve program. Check off (✓) the category most descriptive of your current program strategies.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Keep focus on child/family				
2. Target audience				
3. Define major steps of Child Find				
4. Select ad/pr firm				
5. Do PR campaign and house to house canvass				
. develop media materials				
. review media materials				
. develop time-lines				
6. Use media and toll free WATS line effectively				
. sustain public interest				
. log referrals				
. have public evaluate your services				
. make needed changes				
7. Recycle Child Find campaign				

Develop strategies unique to your area program:

_____

_____

What key issues are specific to your program?

_____

_____

REFERENCES:

Janssen, D. R., "Child Find: Problems and Issues", Lexington, Kentucky; Mid-South Regional Resource Center, Bulletin #6, January 1, 1979.

"Child Identification: A Handbook for Implementation", Austin/Dallas, Texas: La Mancha Group, Inc., 1976.

Fanning, P., "Child Find - The Old New System", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979

Peterson, P. D., "The role of an Advertising/Public Relations Firm in Childfind", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979

III. IDENTIFY

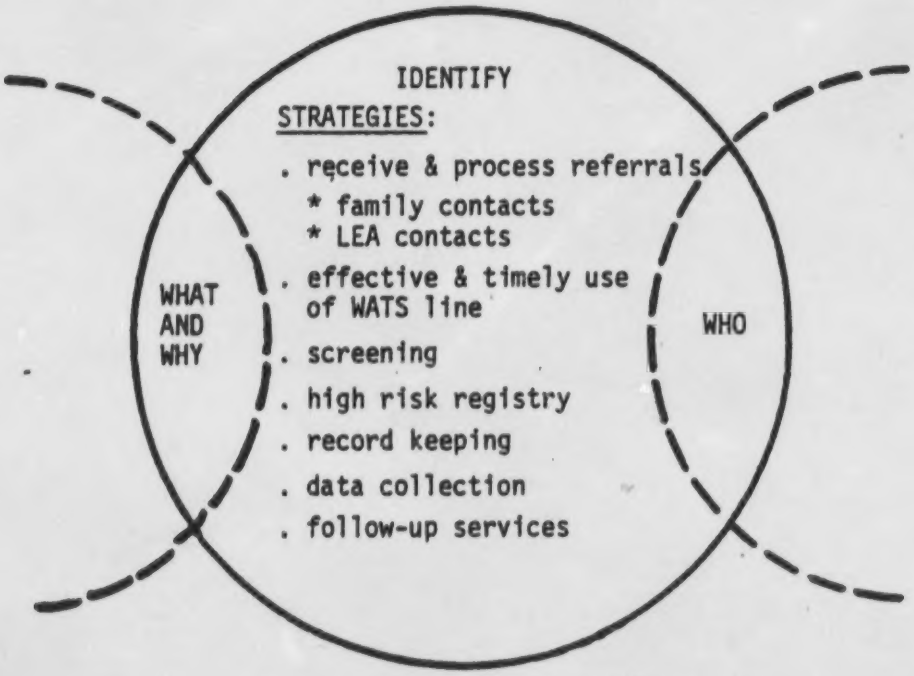
OVERVIEW

A. Responsible child identification includes --

- obtaining written parent permission prior to assessment, placement and program services
- establishing specific referral criteria

B. When processing referrals all potential sources of information require consideration --

- parent interviews and recommendations
- previous assessment results
- behavioral observations
- medical/health history
- academic data



PARENT PERMISSION AND REFERRAL CRITERIA

A responsible referral process involves a written procedure for receiving and processing clients. Before children can be matched with appropriate appraisal or program services, a parent contact must be made and written permission must be completed. Written parent permission accomplishes the following goals:

- Follows P. L. 94-142 mandate
- Insures parental awareness and cooperation with the intent of your program.
- Initiates an opportunity for positive face to face rapport building with parent and child.
- Establishes the first step in a continuing legal/ educational process for matching children's needs with appropriate and fair services.
- Secures legal permission for your program to access appraisal and placement services for referred clients.

Once a method for obtaining parent permission is established, the next identification need requires outlining a step by step procedure for logging referrals. A comprehensive referral model addresses:

- How can referrals be centrally received
- Who can refer children
- Three phases of referral --
  1. screening
  2. appraisal (See Part IV. APPRAISE)
  3. placement (See Part V. SERVE)
- High risk registry
- Record keeping process
- Sources for collection of referral data
- Follow-up services

HOW CAN REFERRALS BE CENTRALLY RECEIVED

Several states, including Texas and Idaho, use a state-wide toll free WATS line keyed to television and radio spots for soliciting and centrally receiving Child Find referrals. A WATS toll free number offers major advantages when compared to operating expenses --

* ease of access to referral services for clients
* state-wide base for matching difficult and unique cases with appropriate appraisal services
* conveys ready access of services to clients by emphasizing a cost free way for the public to give referral information
* uses a "hot-line" approach to more immediately meet needs of children referred
* intermediate unit and local Child Find/Serve efforts are linked together in one coordinated, well-timed effort
* intermediate unit and locally based systems can expand (or delete if budgets do not allow) the use of a WATS line by publicizing local telephone referral systems as well as a written referral system

WHO CAN REFER CHILDREN

Within the scope and area served, any person can refer a child in need of screening and identification services --

* parents
* neighbors
* relatives
* educators
* juvenile court services
* community professionals such as physicians
* clients 18 to 21 years can refer themselves

IDENTIFICATION STRATEGIES: Check off (✓) the most applicable phase.

. PLAN	. IMPLEMENT	. EVALUATE	. FOLLOW-UP

. Receive and process referrals --

  . obtain written parent permission

  . establish and publicize how referrals can be made

    * state wide toll free WATS line

    * regional and local telephone referral numbers

    * written referrals via fliers, schools, doctors' offices, community service agencies, etc.

  . note who can refer children

. Develop screening procedures --

  . Identify target groups for screening

    * school age children from 5 to 21 years who may be handicapped and unserved or underserved

    * out of school children

      1. who will enter public school the following school year in preschool/ kindergarten programs

      2. children 0 to 5 years who are labeled "high risk" (see high risk registry section)

      3. children whose parents express special concerns

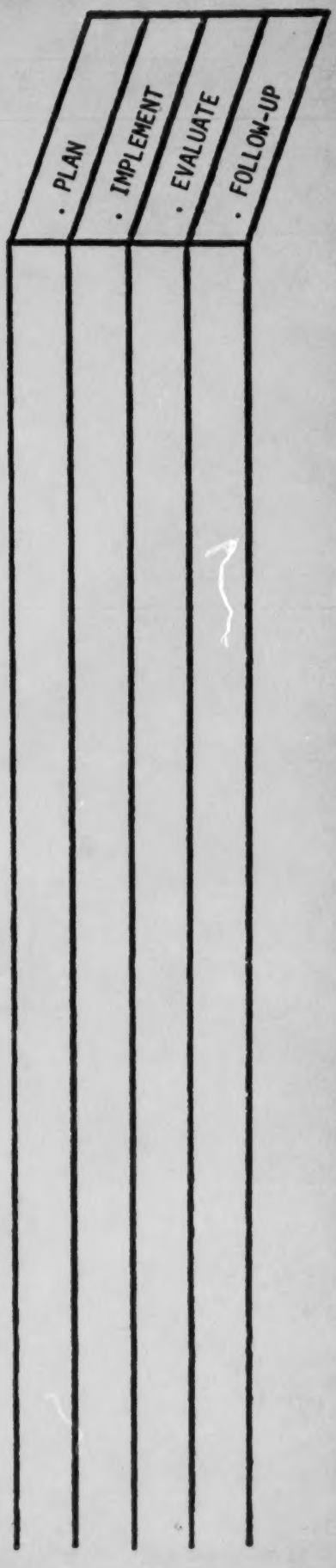
      4. school drop-outs

      5. clients 12 to 21 years unserved or underserved as identified by

         . juvenile courts system

         . mental health-mental retardation services

         . community agencies outside schools



. Plan alternative screening programs

  * mass screening procedures to handle large community based screening

  * individual screening procedures for single unique referrals

. Select screening instruments to screen for

  * health/physical handicaps (i.e. cerebral palsy)

  * emotional/behavioral

  * severe/multi-handicapped

  * speech/vision/hearing

  * perceptual/communication

. Train personnel and volunteers in screening procedures and instruments used

  * follow manual instructions carefully

  * remain alert to test standardization and norms

  * know failure criteria -- what constitutes passing or failing screening?

. Establish screening time-lines

  Example -- annual screening: July - August
  follow-up screening: March - June

. Provide an informative and courteous format to explain screening results to parents

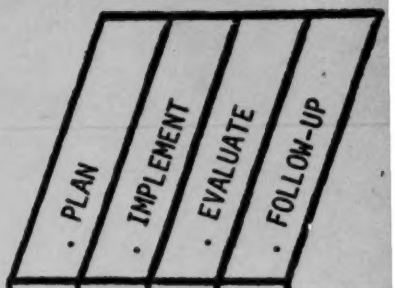
  INCLUDE:

  * purpose of screening

  * child's overall performance in terms of strengths and weaknesses in understanble format

  * recommendations and plans for follow-up

  * need for physical exam



. Compile a high risk registry --

INCLUDE:

Children 9 to 5 years (or older) who have

* chronic health problems
* birth trauma health risks
* genetic/birth defects
* had debilitating childhood diseases
* were identified by public/medical health services as potential "high risks"

. Chart a record keeping system for referral and screening --

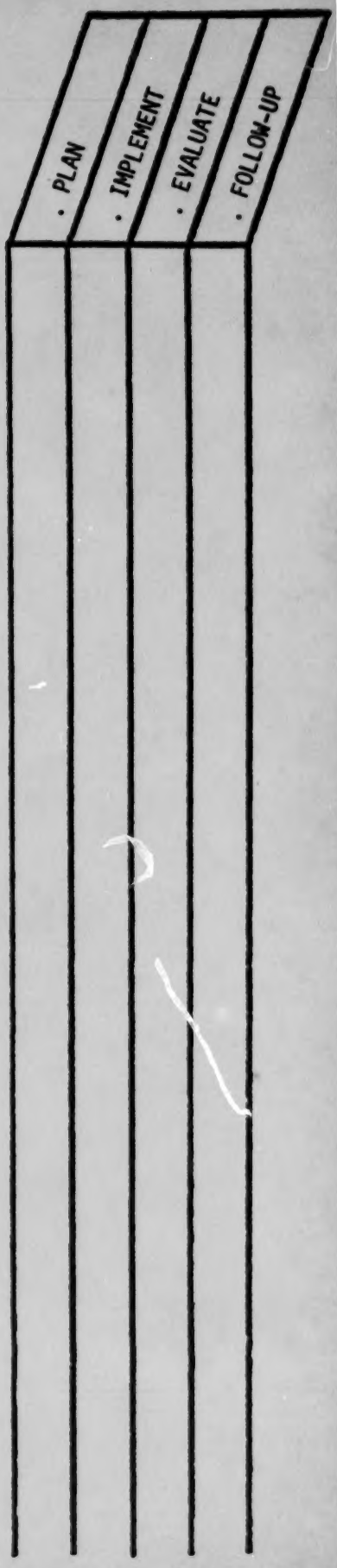
INCLUDE:

* log telephone calls and face to face interviews
* record time, date, person, type of contact, outcome
* outcome of screening results
* recommendations for follow-up
* where forms are located
* who has access to the forms

. Collect referral and screening data from all potential sources --

INCLUDE:

* parent interviews and recommendations
* behavioral observations
* previous assessment results
* medical/ health history
* academic data



. Plan follow-up services --

INCLUDE:

* an explanation of outcomes to parents whose children meet screening criteria and are not currently in need of further services

* recommendations for appraisal to parents whose children have been screened/identified as "high risk" and in need of appraisal services

KEY ISSUES IN IDENTIFICATION:

A. avcid children "falling through the cracks" by addressing effective coordination and communication among state-wide, intermediate and local Child Find efforts. Be sure key links are established and maintained so children referred are not "lost" from the point of referral to screening to recommendation for appraisal or alternative services. follow-up services are essential.

B. Build a trusting relationship with parents who have not previously experienced follow-up services by using a courteous, informative and understandable style. Be sure written and verbal information are conveyed concisely and accurately.

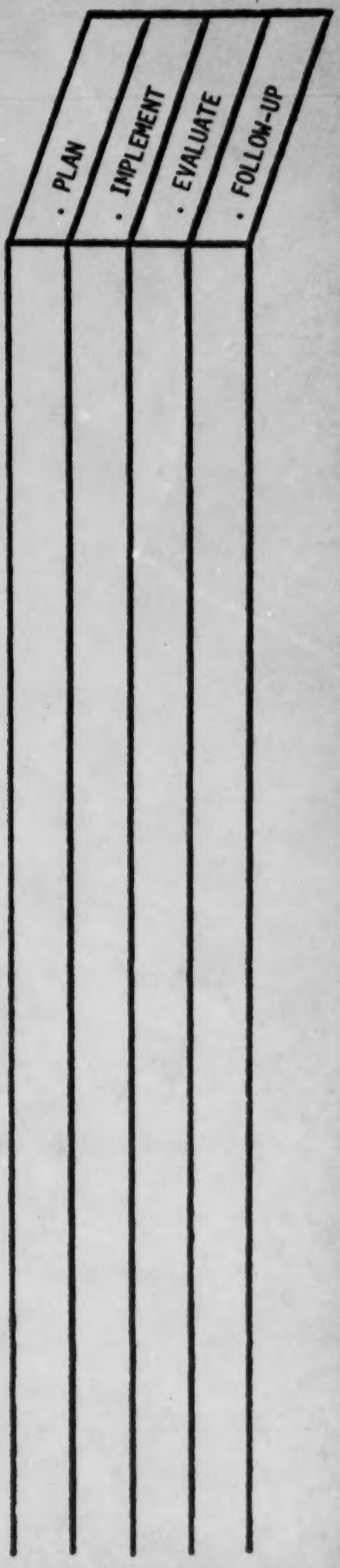
C. Establish a cooperative liasion and good working relationships with LEAs and community agencies to insure optimal referral and follow-up service.

D. Review screening instruments for potential test biases and maintain a screening procedure for non/least biased results.

E. Know what specific "failure criteria" a screening procedure measures. Failure criteria should clearly indicate scores or responses that identify area strengths and weaknesses. Be sure failure criteria include (if applicable)

* appropriate or local norms

* criteria outlined in Recommended Standards and Guidelines to Accompany the Rules for the Administration of the Handicapped Children's Educational Act.



EVALUATION CRITERIA: Check off (✓) the most applicable category.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Receive & process referrals				
* written parent permission				
* WATS #				
* other referral procedures				
2. Screening				
* target groups				
* plan mass screening				
* select tests				
3. Compile high risk registry				
4. Chart record keeping				
5. Collect referral data				
6. Plan follow-up services to parents & children referred				

Develop strategies unique to your area program:

_____

_____

What key issues are specific to your program?

_____

_____

REFERENCES:

"Child Find", Trenton, New Jersey: Department of Public Instruction, Department of Special Education.

"Child Identification: A Handbook for Implementation", Austin/Dallas, Texas: La Mancha Group, Inc., 1976

Chazdon, C. and Harvey, D.M., "Screening" in Child Find: A handbook for Implementation (Ed., B.A. McNulty), Denver, Colorado: Colorado Department of Education, 1978

Tucker, J. A., "Direction Service: Basic to a Successful Child Find Program", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979

IV. APPRAISE

OVERVIEW

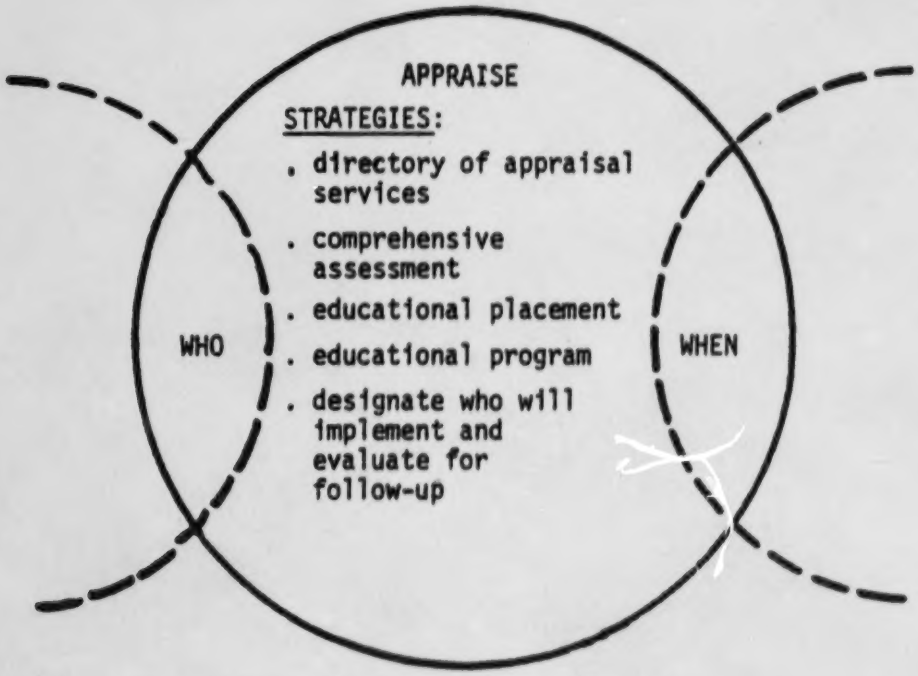
A. Child Find efforts link with Child Serve at the appraisal step when an area survey of available appraisal services is conducted.

B. Appraisal services center on two main functions --

- determining eligibility for educational placement
- assesing strengths and weaknesses to develop an educational program

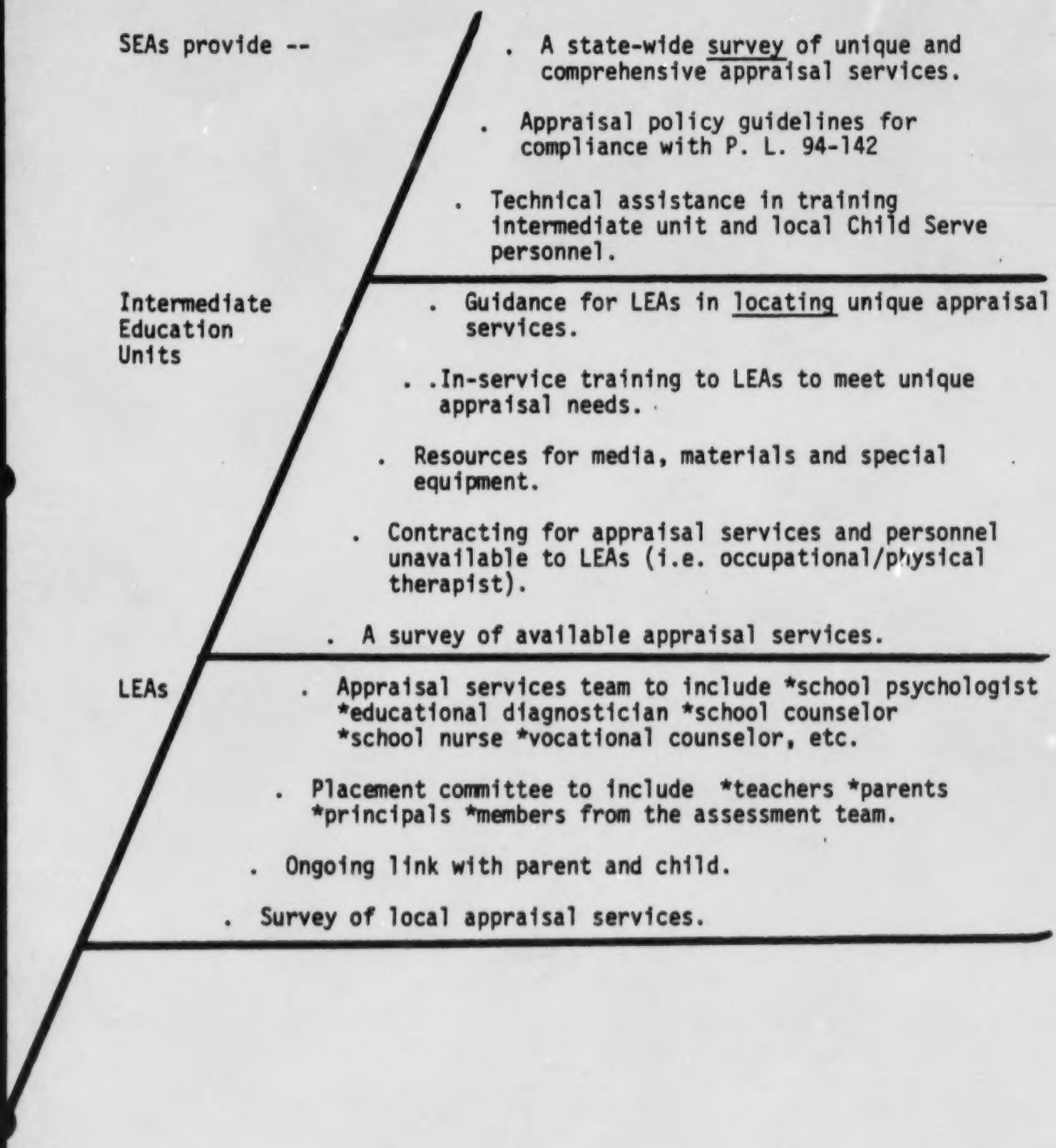
C. Appraisal personnel cooperate in a team approach to provide --

- collection of referral data
- comprehensive individual assessment
- determining eligibility for placement
- planning program services using an individualized education program (IEP)
- providing follow-up to placement and programming

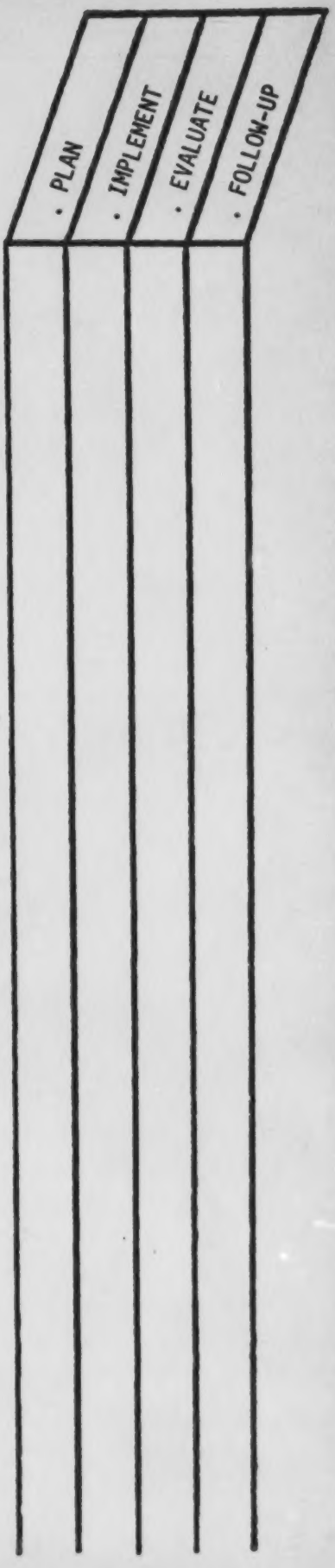


CHILD SERVE BEGINS WITH APPRAISAL

Direction service for the appraisal step is a pyramid model of state, intermediate and local implementation of Child Serve. Specific functions are performed and coordinated on three delivery service levels:


SEAs provide --
. A state-wide survey of unique and comprehensive appraisal services.
. Appraisal policy guidelines for compliance with P. L. 94-142
. Technical assistance in training intermediate unit and local Child Serve personnel.
Intermediate Education Units
. Guidance for LEAs in locating unique appraisal services.
. .In-service training to LEAs to meet unique appraisal needs.
. Resources for media, materials and special equipment.
. Contracting for appraisal services and personnel unavailable to LEAs (i.e. occupational/physical therapist).
. A survey of available appraisal services.
LEAs
. Appraisal services team to include *school psychologist *educational diagnostician *school counselor *school nurse *vocational counselor, etc.
. Placement committee to include *teachers *parents *principals *members from the assessment team.
. Ongoing link with parent and child.
. Survey of local appraisal services.

APPRAISAL STRATEGIES: Check off (✓) the most applicable phase.



. Develop directory of appraisal services --

ON STATE LEVEL INCLUDE:

* comprehensive telephone and/or written survey of unique and routine appraisal services, location in state, staff composition and fees.

  EXAMPLE: pediatric neurological clinic, learning disabilities centers, agencies that evaluate severely/multi-handicapped

* compose computer and/or handbook listing for all surveyed agencies giving contact person and phone numbers.

* disseminate written handbook and timely on-site presentations of Child Serve policy and guidelines.

* provide technical assistance in development of a consumer opinion survey to identify satisfactory or non-satisfactory services.

* provide periodic up-dates to original survey results to add or delete services.

. Perform comprehensive individual assessment --

* use all available data

* use a team assessment approach

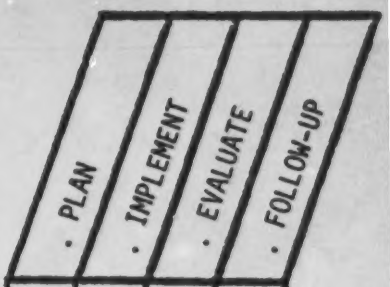
* select non-discriminatory and appropriate appraisal instruments

. Determine appropriate educational placement --

* use written eligibility criteria and guidelines from SEA and LEA policy and federal mandate

* consider assessment results and recommendations in a placement committee meeting

* provide for periodic follow-up



. Develop recommendations for education programming --

* designate specific people who will implement and evaluate program recommendations

* develop an individualized education program (IEP) as a program accountability and student progress measurement

* provide periodic follow-up to IEP (i.e. every 6 weeks to 3 months)

KEY ISSUES IN APPRAISAL:

A. Clearly identify and clarify eligibility criteria for placement. Be sure parents and community groups are familiar with mandated guidelines for determining eligibility to special programs.

B. Insure appropriate and accurate assessment outcomes by addressing non-biased assessment procedures with ethnic/minority groups, bilingual referrals, etc. P. L. 94-142 addresses cultural bias in testing by requiring:

. assessment in child's native language

. validation and use of instrument must be specified by test developer

. testing personnel must meet specific licensure and certification requirements as dictated by state law

C. Anticipate and conduct a thorough search for uniquely and expertly skilled appraisal services (example: pediatric neurologist). Remember Child Find/Serve has established priorities for identifying and serving the uniquely and/or severely multi-handicapped child.

D. Help LEAs identify and in-service staff training needs and deficits to aide LEA educators in competent and confident management of uniquely, severely or multi-handicapped students.

E. Follow-up of student and program progress depends on clearly delegating who will implement the IEP and when periodic IEP evaluation is needed.

EVALUATION CRITERIA: Check off (✓) the category most applicable to your program.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Develop directory of appraisal services				
* survey services				
* list services				
2. Design comprehensive assessment model				
3. Design model for				
* educational placement				
* educational programming				

Develop strategies unique to your area program:

What key issues are specific to your program?

REFERENCES:

Janssen, D. R., "Child Find: Problems and Issues", Lexington, Kentucky: Mid-South Regional Resource Center, Bulletin #6, January 1, 1979.

"Statewide Child Find System -- Phases I, II, III and IV", Title VI, Education of the Handicapped Act, Part B, P. L. 93-380, Austin, Texas: Texas Education Agency, Department of Special Education

Tucker, J. A., "Direction Service: Basic to a Successful Child Find Program:, Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979.

V. SERVE

OVERVIEW

A. The linking of appraisal services with Child Serve is the point when SEAs, intermediate education units and LEAs determine who is --

   . eligible for services

   . ineligible for services

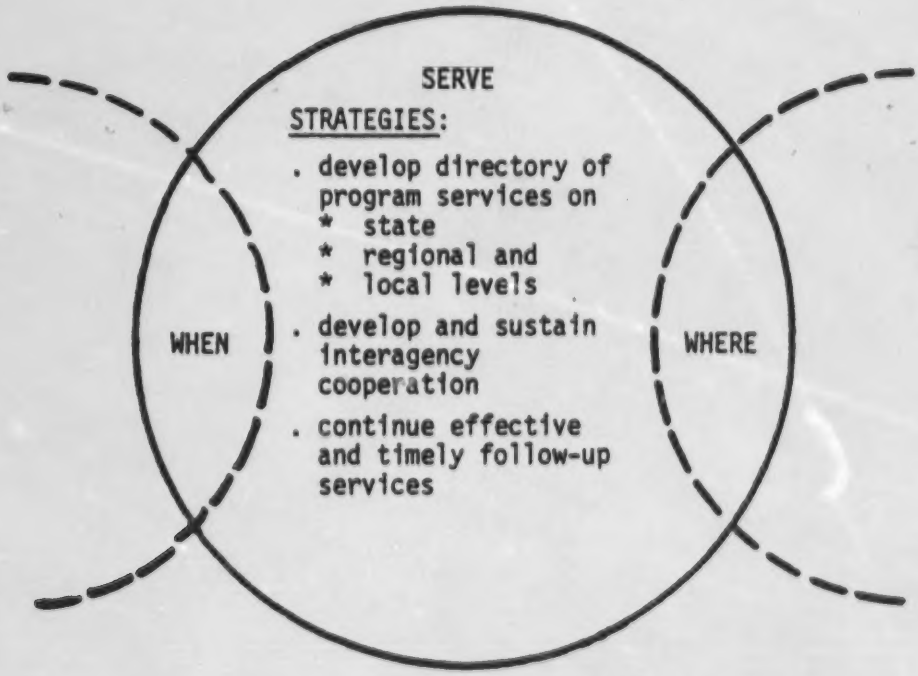
   . not served

   . underserved

   . currently served

B. Child Serve programs must then establish service priorities among unserved severely handicapped students and underserved handicapped students.

C. Current trends in interagency cooperation reflect an area of change in present and future child identification and serve efforts.



CURRENT TRENDS IN INTERAGENCY COOPERATION

Along with designated Child Serve program priorities and identified children, Child Serve efforts must be directed to interagency cooperation. Past efforts for achieving interagency coordination indicate three areas of concern:

1. agency jurisdiction and cooperative funding agreements
2. confidentiality (See PART VI. TRACK)
3. agency rivalry

To address problem areas, emerging interagency agreements and strategies are being developed. A key article on interagency coordination notes[1]:

> "Many states including Idaho, Florida, Massachusetts, Texas, North Carolina and Michigan have initiated formal interagency agreements among state and local agencies serving handicapped children. Within these agreements are child identification components of cooperation. Likewise, interagency agreements are in place at the federal level. ...Interagency agreements at the federal level and many similar agreements at the state and local level have taken the form of 'broad statements of intent.' A current trend is the development of more specific agreements. ..."

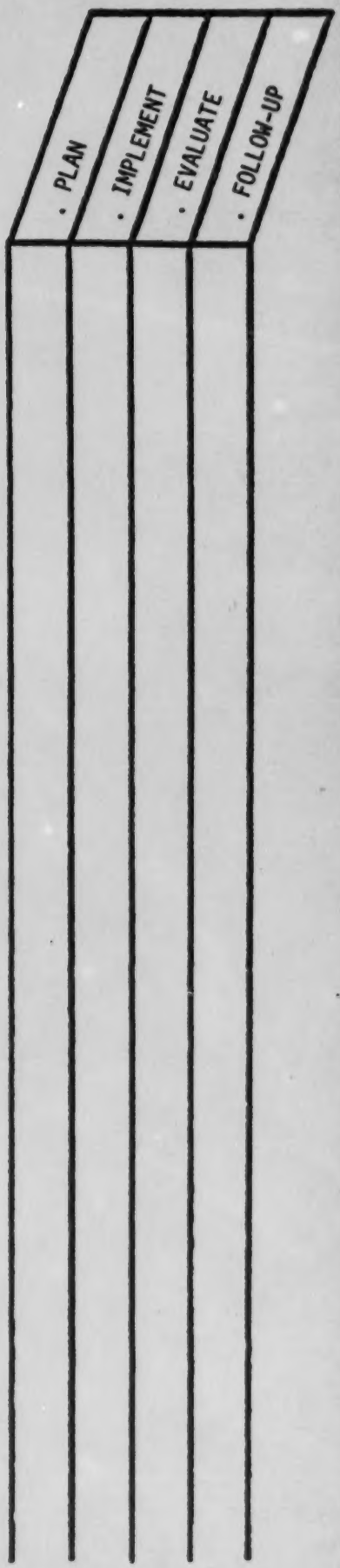
Three identified areas of specific interagency cooperation are --

1. common standards for program development among similar agencies.
2. cooperative allocations and mutually established objectives.
3. uniform report formats, activities, forms, training across agencies.

[1] Schrag, J. A., "Interagency Coordination of Child Identification Efforts -- Luxury or Necessity?", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979

SERVE STRATEGIES: Check off (✓) the most applicable phase.

	. PLAN	. IMPLEMENT	. EVALUATE	. FOLLOW-UP
. Develop directory of program services on state, regional and local levels --				
* survey unique and comprehensive services for contracting outside LEAs				
* compose a computer listing or written handbook of services				
* maintain direction service function for matching unique/rare handicaps with appropriate services				
. Develop and sustain interagency cooperation --				
* identify agencies to be contacted such as --				
. state department division of special education				
. department of human resources/public welfare				
. mental health/mental retardation services				
. professional associations for educators and parents (i.e. Council for Exceptional Children)				
* identify methods for establishing and maintaining interagency coordination and agreements				
. common criteria for service agreements and implementation				
. mutual funding agreements and program goals such as sharing facilities, equipment and materials				
. multiple agency planning for uniform report formats, common definitions, complementary services, staff development, cooperative program monitoring				
. Continue effective and timely follow-up of services --				
* designate specific Child Serve personnel who will make telephone, face to face and written follow-up with parents and LEAs				



* develop specified time-lines for interagency staffing to review status and progress of children receiving services

KEY ISSUES IN INTERAGENCY COOPERATION AND SERVE:

A. Establish cooperative funding agreements to maximize and provide optimal services to handicapped children.

B. Provide an effective leadership directed liasion network among intermediate and local education agencies and community service agencies.

C. Build realistic expectations of prescriptive services with parents to insure good working relationships with clients and prevent legal suits from dissatisfaction with lack of follow-up and/or inappropriate services.

D. Maintain a delicate balance of child advocacy for clients and concurrent support of LEA personnel and services.

E. Promote interagency cooperation by addressing agency fear of rivalry and loss of identity. Emphasize an interface of services to offer a complement of services.

F. Be aware of the current funding realities and inflationary cost of providing and sustaining interagency coordinateion.

EVALUATION CRITERIA: Check off (✓) the most applicable category.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Develop services directory --				
* conduct survey				
* compose listing				
2. Sustain interagency cooperation --				
* identify agencies				
* identify methods of agreement				
3. Continue follow-up				
* maintain listing				
* contact parents				
*review at staffings				

Develop strategies unique to your area program:

What key issues are specific to your program?

REFERENCES:

Janssen, D. R., "Child Find: Problems and Issues", Lexington, Kentucky: Mid-South Regional Resource Center, Bulletin #6, January 1, 1979.

Schrag, J. A., "Interagency Coordination of Child Identification Efforts -- Luxury or Necessity?", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979.

"Interagency Cooperation", Boston, Massachusetts: Massachusetts Department of Public Instruction, Massachusetts Child Find.

"Statewide Child Find System -- Phases I, II, III and IV", Title VI, Education of the Handicapped Act, Part B, P. L. 93-380, Austin, Texas: Texas Education Agency, Department of Special Education.

VI. TRACK

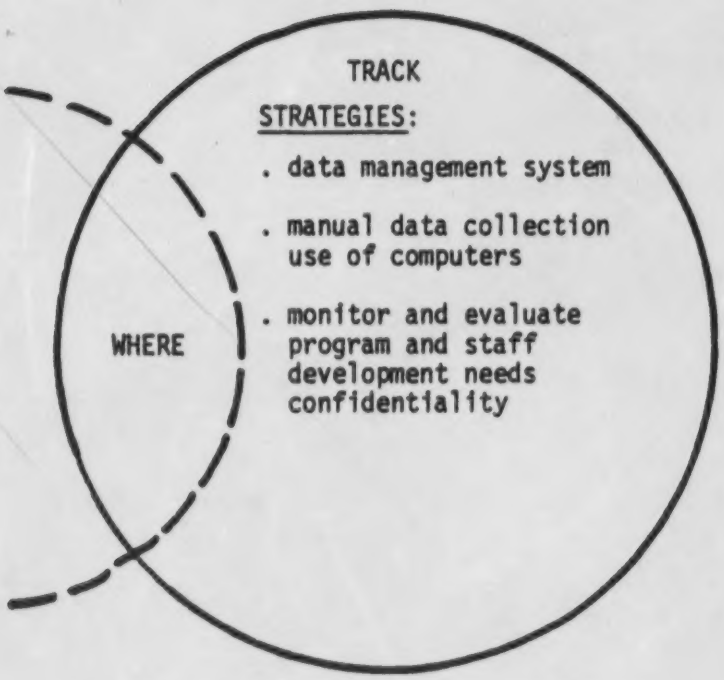
OVERVIEW

A. The first priority of tracking is a data management system for monitoring unserved children from referral to release and/or family moves from service area.

B. Two major functions for a state-wide and intermediate unit tracking system are --

- program monitoring and evaluation
- tracking child status and progress

C. Confidentiality of information agreements among Child Find/ Serve and cooperating agencies guarantees protection of privacy to clients and responsible use of data.


TRACK
STRATEGIES:
. data management system
. manual data collection use of computers
. monitor and evaluate program and staff development needs confidentiality
WHERE

MONITORING CHILD FIND/SERVE

Monitoring and evaluation of Child Find/Serve involves coordination and collection of data on two service levels --

1. state wide
2. intermediate unit

Developing programs should focus tracking goals on a continuing data collection process to include regular status reports on --

- total number of identified unserved handicapped
- total number of currently served
- total number of students eligible for services for which no program has been started

Responsibilities of state and intermediate tracking systems involve designing and maintaining --

- regular (monthly, bi-monthly) reports to SEAs and federal agencies
- documentation of student eligibility for continued funding allocations
- ongoing projections of unserved handicapped and program priorities for the unserved

Confidentiality is an integral part of data collection and should be clarified for parents, LEAs and cooperating community agencies. Within the written parental permission agreement, a statement detailing release of data should be described. Cooperating agencies also must address responsible release of client information and interface on this issue will assure client privacy rights and minimize abuse of collected data. Maintenance of confidentiality can be clarified by emphasis on anonymity in regard to status reports. Protecting client rights insures optimal and continuing services to unserved handicapped children.

TRACKING STRATEGIES: Check off (✓) the most applicable phase.

. PLAN	. IMPLEMENT	. EVALUATE	. FOLLOW-UP

. Develop a data management system for files and record keeping --

INCLUDE:

* child identification case # for anonymity
* identification code for locating child in tracking system
  - . out of school
  - . in public school
  - . in non-public school
* referral received date to document turn around time
* set maximum time for completing referral (i.e. 48 hours)
* document LEA contact and family contact (date)
* record screening results, individual assessment results, placement decision, program assigned (date)
* follow-up at intervals (i.e. 1 month and 3 months)
* give status code that denotes
  - . release date and why (deceased, moved, etc.)
  - . inactive date and why (refused service, etc.)

. Select a manual or computer system for maintaining data and accessing information for reports

. Monitor and evaluate program components to decide --

* best ongoing public awareness activities
* document available programs
* develop or revise program needs
* identify service gaps for clients

OVERVIEW CRITERIA CHECKLIST

Instructions -- Upon completion of the resource manual, check off (✔) criteria your Child Find/Serve has satisfactorily planned, implemented and/or (re)evaluated among the six major components to pin-point program strengths and gaps.

1. FUNDING, STAFF SELECTION AND TRAINING --

   . conduct needs assessment

   . develop organizational workscope

   . compose budget development

   . select referral specialist

   . select resource specialist

   . design training program

2. DIRECT COMMUNITY EDUCATION AND AWARENESS --

   . keep focus on child/family

   . identify community groups

   . select ad/pr firm

   . conduct PR campaign and house to house canvass

3. IDENTIFICATION --

   . design a receipt and process procedure for referrals

   . develop screening procedures

   . compile high risk registry

   . chart record keeping

   . collect referral data

   . plan follow-up services

57

4. APPRAISAL --

   . maintain directory of appraisal services

   . conduct comprehensive individual assessment

   . decide educational placement

   . decide educational programming

5. SERVE --

   . maintain directory of program services

   . initiate and sustain interagency cooperation

   . provide effective and timely follow-up

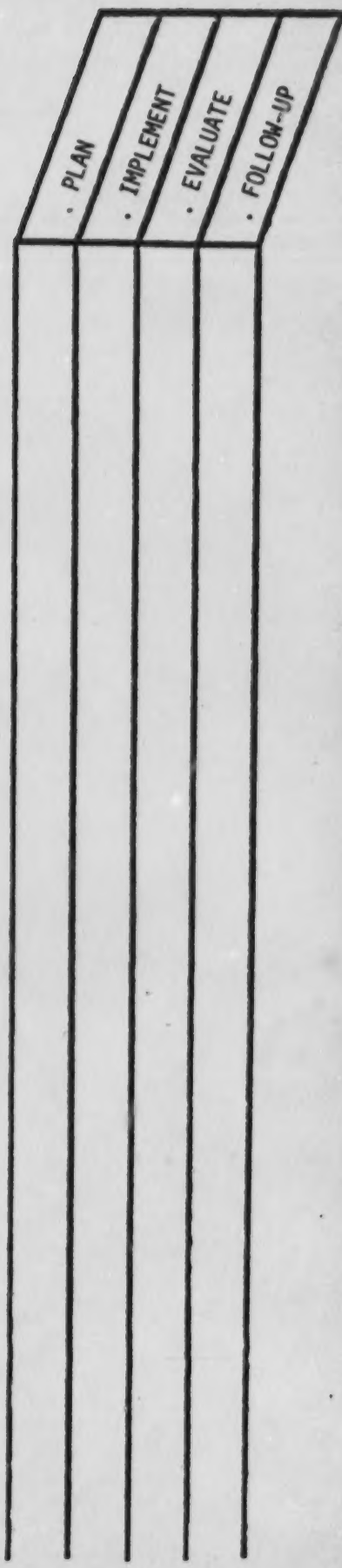
6. TRACK --

   . design data management system

   . maintain manual/computer record keeping

   . monitor and evaluate program and child status

   . address confidentiality of records



. Monitor and evaluate client status and progress to determine --

* total number referrals received to date
* status and number of children who have been released or are inactive
* number of children to be screened
  . awaiting assessment
  . placed
  . awaiting services
* number of children ineligible for services
* total number of identified unserved children found
* total number of children being served

. Design tracking method for insuring --

* confidentiality to access and release of client information
* anonymity in reporting data
* interface with cooperative agencies

KEY ISSUES IN TRACKING:

A. Understand the strengths and weaknesses of of computer services in meeting your specific data management needs.

B. Know your liabilities and responsibilities for maintaining program integrity and client confidentiality.

C. Make use of available data to establish future programs and staff priorities.

D. EFFECTIVE FOLLOW-UP IS THE KEY INGREDIENT TO DIRECTION SERVICE SUCCESSES.

EVALUATION CRITERIA: Check off (✓) the most applicable category.

	SATISFACTORY	NOT APPLICABLE	NEEDS CLARIFICATION	DELETIONS ADDITIONS
1. Data management system	_____	_____	_____	_____
2. Manual/computer data recording	_____	_____	_____	_____
3. Monitor program	_____	_____	_____	_____
4. Monitor child status and progress	_____	_____	_____	_____
5. Maintain confidentiality	_____	_____	_____	_____

Develop strategies unique to your area program:

_____

_____

_____

_____

What key issues are specific to your program?

_____

_____

_____

_____

REFERENCES:

Janssen, D. R., "Child Find: Problems and Issues", Lexington, Kentucky: Mid-South Regional Resource Center, Bulletin #6, January 1, 1979.

Grissom, J. and Curtin, P., "Child Tracking Systems: A working Model", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979.

Schrag, J. A., "Interagency Coordination of Child Identification Efforts -- Luxury or Necessity?", Des Moines, Iowa: Midwest Regional Resource Center, Drake University, 1979.

"Statewide Child Find System -- Phases I, II, III and IV", Title VI, Education of the Handicapped Act, Part B, P. L. 93-380, Austin, Texas: Texas Education Agency, Department of Special Education.

INTERAGENCY COORDINATION OF CHILD IDENTIFICATION EFFORTS...

LUXURY OR NECESSITY ?

by

Judy A. Schrag

and the

Midwest Regional Resource Center

Drake University

Des Moines, Iowa 50311

72

INTERAGENCY COORDINATION OF CHILD IDENTIFICATION EFFORTS - LUXURY OR NECESSITY?

Why Develop Child Identification Programs?

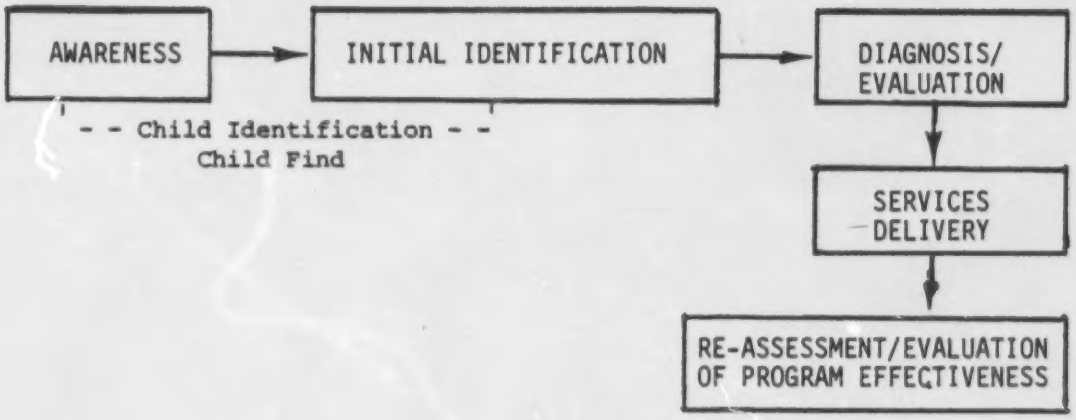
In October 1974, the Children's Defense Fund released a report with startling statistics about the number of American children excluded from school. Among the major reasons given for children out of school was mental retardation or physically handicaps. Using statistics from this report and others, the United States Office of Education, Bureau of Education for the Handicapped estimated that 8 million handicapped children from birth to 21 years of age in the nation are handicapped. Of this figure, it was determined that during 1975, fewer than 40% were receiving an appropriate education. Approximately 1 million handicapped students were excluded entirely from school. These figures helped to stimulate the development and passage of Public Law 94-142 or the Education of All Handicapped Children Act, which requires the development and operation of statewide systems for the identification, assessment and placement of all handicapped children in free, appropriate educational environments. Specifically, Section 612 of this Federal law requires that states must demonstrate that:

> "all children residing in the state who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located and evaluated, and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving special education and related services."

What is Child Identification?

In order to conceptualize the requirement of child identification as an integral part of the process of providing full services to handicapped children, the following model has been utilized. Child identification represents the first two components of such a model and is often referred to as child find.

FULL SERVICE MODEL



Since 1974-75, Child Identification/Child Find programs have been implemented throughout the country. A careful review of these child identification efforts indicates the following general features:

1. Public Awareness Campaigns. - Media campaigns have been mounted to increase community awareness about handicapping conditions, as well as available special education and related services. A variety of public awareness strategies have been utilized by the states:

TELEVISION	IN PRINT
News Feature Stories	Grocery Sack Stuffers
Straight News	Stuffers for Utility Bills or Bank Statements
Documentary Programs	Posters
Public Service Announcements	Display Cards for Buses and Subways
Talk Shows	Brochures

Magazines
Flyers
Pamphlets
Newsletters
Press Kits
Letters to Parents
Parent Handbooks

RADIO

News Stories
Regular Series
News Features
Public Service Announcements
Talk Shows

VISUALS

Slide/Sound Shows
Mobile Displays/Exhibits
Motion Pictures
Filmstrips

OUTDOOR ADVERTISING

Billboards
Bus Cards
City Property

OTHER

Speaker's Bureau
Printed Advertising Items
Lapel Buttons
Letter Campaigns
Seminars
Personal Rapport
Skywriting
Frisbees and Other Gimmicks
Bumper Stickers
Press Conferences
Contact with Parents and Professional and Community Organizations
Contact with Churches, Synagogues, and other Religious Centers and their Publications
Toll-Free Telephone Line

NEWSPAPERS

Display Advertising
News Stories
News Features
Columns
Editorials
Letters to the Editors
Coupons and other Fill-in Material

2. Census/Survey. - Several states have mobilized volunteers and paid staff to conduct an annual handicapping census or survey in public and private agencies, as well as a door-to-door, telephone or mailing census/survey as an additional effort to identify unserved handicapped children. A periodic survey of the school age population within representative areas or randomized sample school districts have been conducted to identify handicapped children not receiving special education program and services.

3. Screening. - Screening efforts have also been utilized as a third method for initial identification of handicapped children. Annual or on-going screening has been carried out for all students or students at specific grade levels. Preschool/kindergarten screening and infant screening have also been implemented

using informal or formal instruments to identify those children suspected as handicapped and needing further evaluation.

4. Referral. - Direct referral by parents, teacher, other school personnel, doctors, and community agencies represents a fourth major child identification effort implemented by states to initially identify students thought to be handicapped and in need of special education and related services.

How Well Have Child Identification Efforts Been Implemented?

In an attempt to evaluate the implementation of Public Law 94-142, the Bureau of Education for the Handicapped has implemented a procedure of administrative review. During 1976-77, 26 administrative reviews were conducted in 26 states. The following two tables show the implementation of child identification efforts in relation to other provisions of P.L. 94-142.

The first table indicates that the implementation of efforts to locate and identify children were viewed as having little difficulty. Twenty of the 26 states reviewed (Fig. 4.3) had adopted acceptable child identification efforts. Data reported by the Bureau of Education for the Handicapped at a recent (1979) administrative conference indicates that similar findings were noted in administrative reviews held during the next year, 1977-78. Child identification efforts have been implemented with relative ease throughout the country.

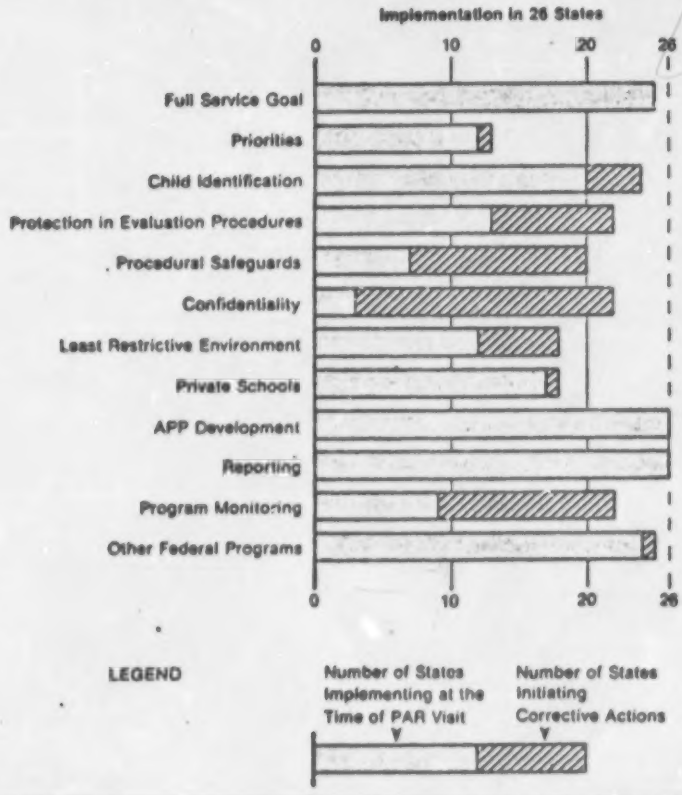
Table 4.1 Provisions in P.L. 94-142 Ranked by Difficulty of Implementation, Based on Two Estimates

Provision	Rank Order of Difficulty Observed in 27 Monitoring Visits[a]	Rank Order of Difficulty Expected by 44 State Directors[b]
Provision of services to children in private schools	1.5	7.0
Locating and identifying children	1.5	1.5
Non-discriminatory assessment	3.0	6.0
Insuring appropriate related services[c]	5.0	—
Providing individualized education programs	5.0	4.5
Insuring placements in the least restrictive environment	5.0	4.5
Providing due process procedures	7.0	3.0
Assuring confidentiality of records	8.0	1.5

DIFFICULTY OF IMPLEMENTATION WAS RANKED 1 THROUGH 8, WITH 1 REPRESENTING THE LEAST DIFFICULT AND 8 REPRESENTING THE MOST DIFFICULT

[a] Based on Program Administrative Reviews conducted by BEH during School Year 1976-77
[b] Nash, H.
[c] This provision was not included in the Nash survey.

Figure 4.3 Progress in Implementing P.L. 93-380 Following Program Administrative Reviews



How Will Child Identification Efforts Change?

Federal regulations for Public Law 94-142 contain the following requirement:

> "The State...and the local education agency...is responsible for insuring that all handicapped children are identified, located, and evaluated, including children in all public and private agencies and institutions."

Both state and local officials are, therefore, responsible to undertake the difficult task of achieving interagency cooperation in child identification activities. The complex array of organizations/agencies, public and private, serving the handicapped must cooperate in order to identify handicapped children in need of special education and related services. Interagency coordination is emerging as a refinement of, and a definite change in, present states' services provided for the handicapped. Interagency participation in existing child identification activities within the states is, at best, partially in place and will take a more important role in future efforts.

What Are The Problems In Achieving Interagency Cooperation?

There are at least three problems encountered in achieving interagency coordination of child identification resources.

Noncongruency of Jurisdiction and Priority. - Agencies have various legal responsibilities, as well as program priorities, rules and regulations, etc. The blending of administrative talents, fiscal resources, programmatic decisions, and legal mandates often proves a difficult task.

Fortunately, state and local educational agencies are not alone in their efforts to achieve interagency coordination. Federal and state

legislation require several other agencies to undertake planning and cooperative child identification efforts much like those of P.L. 94-142. Several examples of such Federal laws can be noted:

1. Section 1615, Social Security Act, requires a child find program which will identify and refer eligible blind and disabled children for SSI payments. SSI services can include screening, as well as diagnostic services.

2. Section 1905 (a) (4)(B), Title XIX, of the Social Security Act of 1935, provides for child find, screening and diagnosis in its Early and Periodic Diagnosis and Treatment Program. Screening/diagnosis services include a health, nutritional and developmental history; physical examination; visual or hearing test; growth and developmental test, etc.

3. Public Law 94-103 includes provisions to identify people from the general population who might be developmentally disabled, following through the specific assessment procedures to pinpoint the nature of the disability and developing recommmendations for specific services needed by the disabled client and his/her family.

4. Public Law 74-271 has provisions for identification of handicapped children in need of health care to be carried out by a state's Crippled Children Division.

5. Public Law 92-424, as amended in 1972, allows funding to Head Start Programs for comprehensive health, educational, nutritional, and other related services. Identification activities are encouraged so that appropriate services can be planned.

6. The Rehabilitation Act of 1973, P.L. 93-112, provides for outreach and screening of persons needing vocational rehabilitation services.

7. Public Law 94-482, Title II of the Education Amendments, makes similar screening provisions for handicapped students who may require vocational education.

8. Title V of the Social Security Act of 1935, as amended, includes screening and check-ups during the prenatal period, as well as screening to newborn and preschool children.

Formal and/or informal interagency agreements can facilitate the implementation of these federal statutes, as well as other state laws,

and will encourage joint planning of fiscal, human and/or organizational resources across agencies.

Confidentially. - A second major obstacle to effective interagency coordination of child identification efforts is the confidentiality that physicians, hospitals, and certain other agencies have to their patients and clients. Although this basic right to confidentiality must be preserved, procedures can be agreed upon so that information about children who may be handicapped and in need of special education and related services can be shared and utilized for further planning. Direct referrals can be made to educational agencies by physicians and various social service and medical agencies. Registries can be established with appropriate client identification numbers which insure confidentiality to the identifying agency.

Agency Fear of Rivalry and Loss of Identity. - Another reason that agencies may not choose to coordinate their child identification resources is that they fear that active child find/child identification efforts could lead to reductions in their own programs or a program that might supplant their own services. A loss of identity with one's program can be experienced as agencies initiate collaborative child identification programs.

Are There Examples of Formal Interagency Efforts Related to Child Identification?

Many states, including Idaho, Florida, Massachusetts, Texas, North Carolina and Michigan, have initiated formal interagency agreements among state and local agencies serving handicapped children. Within these agreements are child identification components of cooperation.

Likewise, interagency agreements are in place at the federal level. The Bureau of Education for the Handicapped has signed agreements with the Office of Child Health, Medicaid Bureau; Rehabilitation Services Administration; Vocational Education Administration; Office of Maternal and Child Health; and Administration for Children, Youth and Families.

Interagency agreements at the federal level and many similar agreements at the state and local level have taken the form of "broad statements of intent." A current trend is the development of more specific agreements. Audette has identified three emerging classes of interagency agreements:

1. Common or baseline standards for the conduct of programs which are similar by agencies.

2. Promises regarding the allocation of various agency resources in the accomplishment of mutually agreed upon objectives.

   - First Dollar Agreements
   - Complementary Dollar Agreements
   - Complementary Personnel/ Dollar Agreements
   - Shared Personnel Agreements
   - Shared Facility Agreements
   - Shared Equipment and Materials Agreements

3. Promises of uniform processes, forms, and activities by multiply agencies offering comparable service.

   - Common Definitions
   - Uniform Forms and Formats
   - Single Referrals
   - Joint Entitlements
   - Complementarity of Services
   - Programmtic Transitions
   - Joint Planning and Budgetary Calendars
   - Coordinated, Comprehensive (state) Planning
   - Coordinated Staff Development
   - Integrated Data Base
   - Cooperative Evaluation and Monitoring

Will Inflationary Costs and Spending Lids Affect Interagency Coordination of Child Identification Efforts?

There is a definite and discernible conservative swing in the mood of the country. The public's growing dissatisfaction with governmental

services is evidenced in sixteen states which had tax limitations on the November ballot. Ten other states had already enacted circuit breakers or tax lids of some form prior to last November. In sixteen additional states, the legislature or governor has indicated that some type of tax limitation will be proposed after January, 1979. The effect of tax and spending limitations will reduce local sources of revenue with the result in a shift to state funding and the centralization of at least fiscal power at the state level. As states begin to pay increasing costs of governmental services, legislatures will request increased accountability. They will demand program cost effectiveness and administrative efficiency. Other factors combined with spending limitations, such as declining enrollments, escalating energy costs and increased inflation, will place further demands for fiscal frugality. At the time of the writing of this article, few additional states are needed to approve a resolution which calls for a constitutional convention for the purpose of amending the constitution to require a balanced budget at the federal level. As these demands become clear, careful interagency planning of joint resource allocation will become particularly necessary. Interagency coordination planning will generate the only logical and efficient means to provide satisfaction for the conservative consumer. Interagency agreements, specifically related to services to the handicapped, including child identification, will become specific in nature and formalized at the state and local level in order to better plan for the use of limited resources. Identification efforts carried out by two or more agencies will be closely evaluated for effectiveness and efficiency. Those costly child identification activities, such as house-to-house canvassing or annual surveys which

generate few referrals, will be replaced with more cost effective procedures.

The philosopher Pogo once said, "Our problem is that we are faced with insurmountable opportunity." The future of special education is uncertain, steered by fiscally conservative political leaders. Educational administrators at the federal, state and local level will need to re-examine the value and necessity of joint planning and cooperative utilization of available funding personnel and other resources needed to identify and serve handicapped children.

REFERENCES

1. Children Out of School in America, Children's Defense Fund, October, 1974.

2. Progress Toward a Free Appropriate Public Education, An Interim Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Act, August, 1978.

3. Federal Register, Tuesday, August 23, 1977, Education of Handicapped Children, Implementation of Part B of the Education of the Handicapped Act.

4. Audette, Robert H., "Primer of Interagency Agreements," unpublished paper 1978.

DIRECTION SERVICE: BASIC TO A SUCCESSFUL CHILDFIND PROGRAM

by

James A. Tucker, Ph.D.

and the

Midwest Regional Resource Center

Drake University

Des Moines,Iowa 50311

DIRECTION SERVICE: BASIC TO A SUCCESSFUL CHILD FIND PROGRAM

There is an integral, if not dependent relationship between services that have been referred to by the terms "child find" and "direction service". In fact, one state director of special education was moved to remark that this relationship represented special education at its best.

It is not the purpose of this paper to describe the ingredients of a good child find program since that is done elsewhere in the document. Instead, this paper will describe the mechanisms by which child find programs can become part of an overall system, which in this author's opinion is more appropriately called direction service. Primarily, this service serves as the administrative agent for providing a smooth and coordinated approach to meeting those extra needs for education of handicapped students.

There is nothing particularly new about the concepts of either child find or direction service. But, with the increased interest that the federal government has placed on educating the handicapped, there emerged some systems language and buzz-terms that provide new vehicles for already proven techniques. When the Bureau for the Education of the Handicapped (BEH) commissioned the Rand Corporation to study the unmet needs of handicapped children, it was appropriately anticipating some resulting identified needs. It follows simply that if unserved handicapped children are found through programs of identification referred to by such terms as "child find", the children thus identified may represent, in large part, a severity level that makes their service more difficult. It further

follows that the provision of services for the more severely handicapped requires the involvement of agencies and programs, as well as techniques, that have not been traditionally thought of as "education". Thus, new ground must be broken in the area of interagency cooperation in order to meet the service demands that appear to be required by present policy and legislation. When the report of the Rand study (Brewer, G. and Kakalik, J. 1974) brought out the fact that services, even for the severely handicapped, already existed in fairly adequate amounts, it was quite surprising to learn that what was needed was not more services, but rather, direction to those services -- hence "direction service".

One of the initial requirements of P.L. 94-142 is an ongoing child-identification (child find) system at all levels of public education in a state. Basically all of the functions of a child find program can be met by an adequate direction service system if the system is state-wide in nature and operates as a network. Under ideal conditions, such a system would consist of local direction service centers operated in key areas of a state, with a backup system at both the intermediate and state levels. Since there are aspects of direction service that can be more efficiently and effectively provided at state, intermediate, or local levels, it is best to have the whole system in place. But even if there are only portions of such a system in place, the provisions for handling the child find activities are there. While it may be more efficient to provide publicity on an intermediate or state-wide basis, it is still quite appropriate to do so at a local level when there is only local direction service being provided within a single community.

There are three functions of direction service that relate directly to an ongoing child find program:

(1) Receiving and processing referrals,
(2) Maintaining a data base of resources to turn to when providing direction service, and
(3) Follow-up to initial direction service to insure that a match was effected between the referred child and his/her needed services.

A fourth function may also be relevant, that being the maintenance of a tracking system on all children served.

Basic to both direction service and child find programs is a sound publicity program. It is used primarily to generate referrals, of course. However, in preparation for the referrals to be generated and appropriately processed, there must be a capability for handling the referrals with professional aplomb. To accomplish the latter requires two things; careful personnel selection and training and an adequate data base of resource information upon which to draw. Without the latter, there may be nowhere to direct the referrals and all the child find efforts will bring little more than frustration at having identified children which cannot be taken care of.

There are three primary steps in setting up an adequate direction service system as it relates to child find:

STEP 1: Select two types of staff members -- referral specialists and resource specialists. The referral specialist should be similar to a good case worker with professional credentials sufficient to command the respect of each client and to serve as a sensitive advocate for each referred child as well as the school system represented. The referral specialist must also be able to cause novel types of service coordination to take place. In selecting referral specialists, personality may be more important than training. Good referral specialists will have to be very sympathetic, extremely patient, and persistent in tracking down the bits

and pieces of a complete set of complimentary services for a given referral.

The resource specialist, while performing a somewhat data-oriented set of tasks, must be a professional with experience in serving the handicapped at some level. This person must be knowledgeable about the types of services that are being surveyed, and be able to recognize the types of information about each service that is required for an adequate data base. Site visits to service delivery locations may be called for, and the resource specialist must be able to deal directly and appropriately with those individuals who operate institutions, clinics, schools, etc.

STEP 2: Both referral specialists and resource specialists must be trained to fulfill their role both professionally and efficiently. Several models exist that will prove useful in training (see References, Pg. 9).

STEP 3: Learn as much as possible about the services available to handicapped students in the area covered by the program. A systematic means of collecting and storing this information must be devised which makes it as readily retrievable as possible. If the program can afford it, a computer is very useful; but manual systems may also prove effective. When deciding whether or not to use a computer, the staff should be very realistic about what such a program can and cannot provide, and how much it costs. It can be very disenchanting to learn, after the fact, that a computer cannot do what was expected.

It is important to be able to retrieve the data on services available in terms of whatever descriptor is available at the moment. For example, it may be important to direct a client to a service within a given number of miles from their home. In another instance, the client may wish to know where a type of service is available at the most inexpensive rate.

And, still again, the client may wish to know where that same service is available for a given age group, or with the shortest waiting time, or as a supplementary service to a more primary institutional need. Obviously, it is most helpful to make the descriptions of services accessible in as many ways as possible. Also, the data thus stored should be updated as often as possible to keep it current at all times.

Not until steps 1 through 3 are in place is a system ready to implement a "child find" program. School programs have often thought that all they had to do was put on a publicity campaign and that the children found would almost take care of themselves. But, assuming that the necessary preparation has been made, and that the direction services are in place, the publicity can proceed and referrals will be received and can be processed appropriately.

Ideally, the referrals can come either to a local center or to a state-wide central office. Such a system provides for the free exchange of referrals upward (local to intermediate unit to state) or downward (state to intermediate unit to local) as the need dictates. Thus, state-wide publicity can provide for calls to come to a central office, and the referral will be relayed downward as appropriate. A proven technique on a intermediate unit or state-wide basis is the utilization of a WATS telephone line which provides toll-free phone service for the callers use in making the referral. With the state-wide system, referrals generated by local publicity can, if necessary, be referred upward when the local office does not have the capacity to adequately handle the case.

There are a lot of information and referral systems around, but in the case of direction service, the added ingredient of follow-up makes the critical difference. The follow-up procedures insure that service is delivered. If it is not, the referral specialist learns about it quickly

and alternative measures can be taken to remedy the situation. Such a system can be very helpful in curtailing what would have become an incident settled only in the courts where an unhappy parent decides to sue for lack of services.

As indicated earlier, a tracking system of reporting and record keeping is sometimes very helpful, both in keeping track of the referrals efficiently and in generating valuable management information data. One very successful such system maintained the following data on every child and computerized it for reporting purposes:

(a) Date of initial referral
(b) Date of parent contact
(c) Date of screening
(d) Date of Assessment
(e) Date of placement committee decision
(f) Date program started
(g) Date of one-month follow-up contact
(h) Date of six-month follow-up contact
(i) Termination data
(j) Age data
(k) The handicapping condition of the child

These were processed by computer and reported on a monthly basis in terms of the types of handicapped children being found and served, the ages of those children, and the time that it was taking, on the average, to move each child through the process leading to eventual service. In this particular system, it was quickly discovered that the type of data thus available, provided one of the most valid types of management data. It was quickly possible to pinpoint the major types of handicapping conditions that were being represented in the child find program, and whether or not it was easier to get children placed and into programs if their conditions were more severe. The data served as the basis for needs assessments, and also as the basis for support for grant proposals by agencies throughout that particular state. It also caused a number

of interagency functions to occur which had not occurred before.

The resource data base also serves to bring together various agencies. When word gets around that the Direction Service Center has a complete registry of all services available to handicapped children, other agencies will begin utilizing the system, and avenues for communication will be open that will have far-reaching effects with respect to finding just the right service for a given referral.

But, the key to direction service resulting in needed interagency cooperation rests with the referral specialist. As referrals are relayed to the most appropriate level in the system, it falls to the referral specialist to make the appropriate match between the needs of the child and the services available to meet those needs. It is extremely important that the referral specialist resist the temptation to take on a role similar to a mother or a father for the referred child. The referral specialist is a concerned broker of services. Without losing the dedication to the child's interests, the referral specialist must work with any number of service delivery agencies in building the best possible mix of services for a given referral. But many times, these various agencies have not traditionally worked together in providing parts of an array of services. The direction service staff become front-line agents of interagency service coordination and cooperation. Their efforts can go a long way toward establishing cooperative relationships between such agencies.

Without such a system as direction service provides, it would be far better not to have a child find program. To publicize the fact that all handicapped children are to be served and are being sought is sheer foolishness if the mechanism does not exist to satisfy even the most

demanding referral. Direction Service has proven itself under such conditions to be one dependable answer to this problem.

REFERENCES

"A Direction Center for Handicapped Students", Technical Report #6 of the Texas Learning Resource Center, Texas Education Agency, Austin, Texas, 1979.

Brewer, G. and Kakalik, J., Improving Services to Handicapped Children. (R-1420-HEW) The Rand Corporation: Santa Monica, California, May, 1974.

"Replicating Direction Service: A Handbook". Midwest Regional Resource Center/Jackson County Direction Service Center: Des Moines, Iowa, Drake University, 1978.

CHILDFIND - THE OLD NEW SYSTEM

by

Peter Fanning

and the

Midwest Regional Resource Center

Drake University

Des Moines, Iowa 50311

CHILD FIND - THE OLD NEW SYSTEM

Prior to the passage of Public Law 94-142, it was not necessary in many states to make any active effort to locate handicapped children who were unserved or inadequately served. Even in many of those states with apparent progressive state legislation, there was no dictate or policy to actively search out handicapped children. Many states and, as a result, many local administrative units, made no effort to find handicapped children. That is, school systems where services were available would identify certain handicapped children as needing assistance in the educational process if those children presented themselves at the door step of the school. For the most part, children received the benefits of specialized instruction only if they were unequivocal failures in the already established system.

With the advent of Public Law 94-142 however, a change in philosophy occurred. It no longer was enough for the schools to simply be available. Rather it became the responsibility of state and local educational agencies to assure that all handicapped children in the state and various local jurisdictions were found. Thus, Child Find became an ongoing process of locating, identifying and evaluating handicapped children so that they could receive a free appropriate education.

During the same period of time that a change in the philosophy concerning Child Find was occurring, and for essentially the same reasons - 94-142 - a change in the philosophy of service delivery was also occurring. Instead of developing services based on historical program standards during the next budget cycle, public schools were required to meet the needs of children as soon as they were identified as being

educationally handicapped. Consequently, then, two systems were rapidly developing. On the one hand, Child Find was evolving as a separate entity with all the criteria, personnel, and policy necessary for new organizational development. On the other hand, free appropriate services for children identified in the Child Find effort were being implemented entirely separate from the location and identification system. Thus, two systems, each justifying its existence through the development of services benefiting handicapped children were evolving side by side. Paradoxically the development of each system was generally taking place in the already existing system referred to as the public schools. Frequently, however, the focus of both efforts ended up on the system rather than the child.

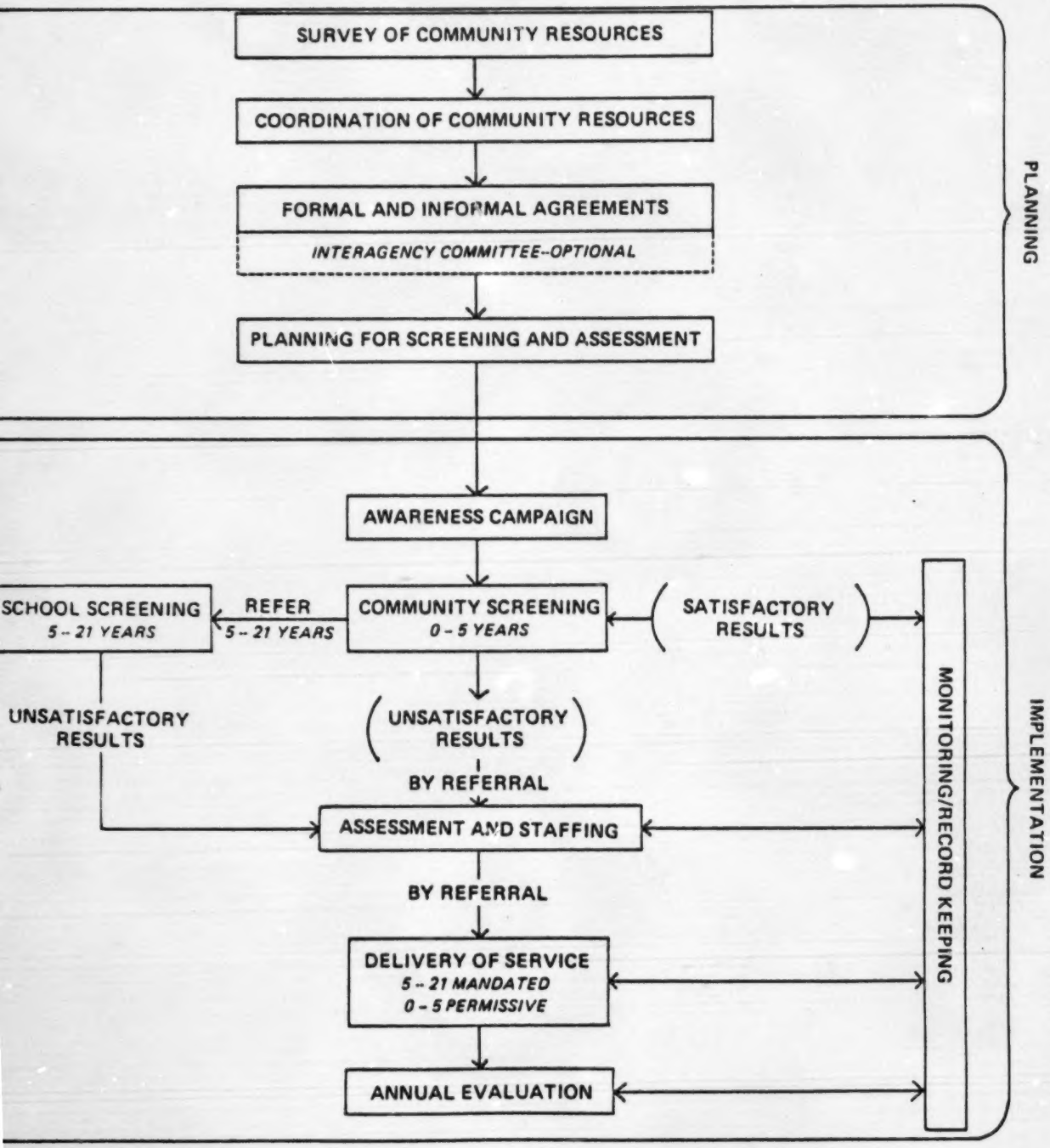
With continued experience, it became obvious to many state and local special education administrators that neither effort would achieve its intended purpose unless both efforts came to be one, with the entire system referred to as public education.

Although an active Child Find effort may be viewed as occurring in two stages, it should involve the entire community. For example, Figure 1, developed by Chazdon, Malpiede, and McNulty, illustrates the two state system used in Colorado's Child Find efforts. This two stage implementation focuses all the resources in the community on the child (planning) and then continues the focus on the child through the activity associated with Child Find (implementation).

In the implementation stage of Child Find there occurs a melding of all services as they apply to the child. Each activity is connected in sequential fashion to another activity until a child is either totally within the system of specialized instruction or until the child no longer can be identified as needing specialized instruction. Additionally,

FIGURE 1

COLORADO'S CHILD IDENTIFICATION MODEL



each activity is focusing on the child. For example, the "Awareness Campaign" involves organizing, planning and distributing information to the public for creating an overall awareness of the Child Find program, such an awareness is integrally attached to the children who may be found to be handicapped. From the awareness campaign stage one proceeds to the actual process of community screening. The screening in the community is intended to utilize all available resources in a cooperative manner for two reasons: (a) to avoid duplication of services and (b) to avoid entangling any individual in bureaucratic networks. The cooperative use of all community resources includes the full utilization of programs and expertise of the public schools. For some state and local communities school age extends down to age three and up through at least twenty-one. For other states school age may encompass only the five to twenty-one year old individuals. It should be noted that age limitations may apply only to provision of service and not to Child Find activities. Thus, for systems which have not been accustomed to involving the below five or six year old child or the above eighteen year old individual, it becomes almost imperative for an efficient and effective process to utilize the entire set of systems from within and from without the education system. This process may be thought of as a 4 x 3 matrix which includes, along the vertical axis, the components necessary to have a comprehensive child find process and, along the horizontal axis, the categories of individuals. (The matrix developed can be situation specific according to constraints imposed by various mandates or practices and does not necessarily have to be 4 x 3.) Figure 2 would represent one example of such a matrix.

As can be seen, this type of format allows for full utilization of all presently "in-place" systems. A mass media campaign could utilize

FIGURE 2

CHILD FIND MATRIX

	IN-SCHOOL 5 - 21	OUT-OF-SCHOOL 5 - 21	COMMUNITY 0 - 5
AWARENESS (Media)			
SCREENING			
REFERRAL			
EVALUATION Including ASSESSMENT			

the traditional systems of newspapers, radio and television, but could also extend into the in-service and pre-service programs for educators, health-related professions, and others. A screening process could be implemented which would utilize the information available on the in-school population such as attendance records, health records, and available standardized testing results. Screening for out-of-school and community individuals might be conducted through the schools or through other agencies where such individuals are likely to appear, e.g. public health agencies, motor vehicle offices, community service organizations and government assistance agencies. This type of screening requires a high degree of interagency cooperation but probably requires very little expense in the way of additional personnel or finances to the existing systems.

Like the screening mechanisms, the referral system is in place with regard to personnel and agencies being available to make referrals. Public school systems, by tradition, rely almost exclusively on developing an effective teacher referral system through a high utilization of awareness activities. Yet there is generally little attention given to the many personnel employed in other governmental and private agencies who have daily contact with individuals who are out-of-school handicapped individuals. Thus, in order to achieve efficiency and effectiveness in the referral component, communication and interagency cooperation must be a part of the overall effort.

Once individual children are identified through the activities associated with awareness, screening, and referral, a system needs to be in place so that a determination can be made as to whether such individuals are in need of specialized instruction and related services. Although the in-place system obviously exists in the schools, it may also exist

in other community based organizations too. Again, the need for interagency cooperation becomes essential if there is to be any assurance of safeguards against expensive duplication of efforts, and/or unnecessary delay in meeting the needs of eligible handicapped children. However, whatever the process, Child Find is not complete until there has been a determination, by a multi-disciplinary team utilizing a multi-faceted assessment process, that an individual needs the intensive assistance of special education intervention.

The Child Find component mandated by Public Law 94-142, although new by name, is simply an expanded and integrated version of the less comprehensive traditional "location system" presently in place. There is, then, no need to throw away both baby and water in order to implement a Child Find system. Simply add new water and a little more soap.

THE ROLE OF AN ADVERTISING/PUBLIC RELATIONS FIRM IN CHILDFIND

by

Pamela W. Peterson

and the

Midwest Regional Resource Center

Drake University

Des Moines, Iowa 50311

THE ROLE OF AN ADVERTISING/PUBLIC RELATIONS FIRM IN CHILDFIND

Introduction/Rationale

The involvement of a reputable advertising/public relations firm in the awareness phase of a Childfind can be the key to a successful child identification effort. In making such an assertion, it is assumed that the state or local education agency has done considerable preparation prior to contacting an advertising company. In recognition of the importance of the preparation process, this paper discusses necessary planning considerations, criteria for selection of an agency, and services which can be expected of the agency.

In designing a Childfind, many educators may feel somewhat inept. There is good reason for this. We probably are extremely confident about our abilities to educate handicapped children. We are likely to be committed to the goal of identifying and locating all handicapped children residing within our service districts. No doubt we even agree that it is the public schools' responsibility to assume a leadership position in such an effort. It is fairly easy to visualize a general approach to use in identifying unserved and underserved children. Certainly there will be some use of the media; other agencies will be involved; posters and brochures will probably supplement the endeavor. However, when the details must be added, most of us quickly realize that our backgrounds are deficient in such skills as jingle writing and film production. Moreover, we know that there are companies who do these things on a daily basis. Why not involve their technicians, artists and public relations

professionals and thus have a high quality public awareness campaign?

Perhaps another option would be to employ a few technical people to assist in media production. There appear to be several drawbacks to this approach. First, qualified people may be difficult to obtain for a short-term project, and their cost may be high. In addition, services such as media placement, public relations and coordination of the many facets of the public awareness campaign still would not be provided.

Criteria for Agency Selection

Once a determination has been made to seek assistance from an advertising/public relations firm, you must do some careful preparation. It is important to have a clear picture of the task at hand. You need to identify the major steps in the Childfind process, the target audience for the awareness messages, and the tone to be projected. For instance, is a highly emotional appeal desirable? Should the approach be positive or negative?

It is imperative to set the tone and then see whether the agency personnel are able to work within that framework. They must be flexible enough to meet your needs and wishes. After all, they are being hired by you and must be accountable to you; you are the boss.

Several characteristics of an advertising/public relations firm should be considered when selecting an agency.

1. Size and Reputation: If you are planning a state-wide public awareness campaign, a one-person agency will probably be too small to conduct such a large effort. You will want an agency which has the prestige to appeal to the media to provide adequate coverage of the project.

2. Location: For a state-wide campaign, it would probably be advantageous to select an agency which is centrally located. Agencies which have branch offices in other parts of the state might be given special consideration.

3. Integrity: Beware of the smooth talker who tells you his agency would not make any money by handling your campaign, although he is willing to accept the same fee you are offering other agencies.

4. Sensitivity to the Issue: This is an extremely important consideration. Developing an appeal to identify handicapped children is vastly different from planning a strategy to sell dog food. Whether an agency representative can grasp your concept sensitively is usually apparent during a brief conversation. But do not rely entirely upon first impressions. I am reminded of one agency representative who appeared to grasp the nature of the Childfind plea during an initial meeting. He returned with a poster depicting a gaunt face peering from behind a slightly open door; the caption read, "That's not a skeleton in your closet. It's a child."

5. Approach: Select an agency which will approach the campaign not only from an advertising but from a public relations perspective. Rule out the agency which suggests spending every penny in your budget on one medium, such as television.

Procedure to Follow

1. Begin by preparing a list of all agencies you wish to contact. You might consult the Yellow Pages for a listing of the agencies in your area. If you wish to limit the number of initial contacts, you will find helpful information in the Standard Directory of Advertising Agencies, commonly referred to as the "Redbook". Available in the business section of any large library, this book identifies most agencies of some merit. A short profile of each firm gives the number of personnel, volume of billing, types of accounts handled, and other pertinent information. By reviewing the types of accounts, you can see which agencies have done some public service work and which ones only handle specialized accounts. You might also wish to contact a newspaper editor for references of agencies which do public relations work.

2. Draft a letter stating the objectives of your project and send it to all the agencies on your list. Enclose an agency questionnaire to be returned by all interested parties. Items to which you may desire a response include the following:

   (a) Number of full-time personnel
   (b) Number of active state-wide accounts
   (c) List of cities in this state in which the agency is in monthly contact with the media
   (d) Does the agency have a media department: If so, describe.
   (e) Does the agency have an art production department? If so, describe.
   (f) Describe the agency's policies for charging for production of the following materials: television commercials, radio commercials, newspaper or other print advertisements, outdoor and transit advertising, other printed materials.

(g) Does the agency provide public relations, promotion and publicity services? To what extent are they available, and how are charges made?
(h) Are outside production services contracted for on the basis of competitive bidding in order to obtain the lowest price?
(i) Explain billing policies
(j) State agency's policy regarding payment to the media and suppliers (upon receipt of bills, upon receipt of payment from client, etc.).
(k) Describe briefly one suggested promotional approach.

3. After a short turn-around time, review the written replies. Call any or all of the interested contacts to discuss the project a little further and to suggest a face-to-face meeting.

4. Meet individually with potential agencies to elaborate your intentions and the nature of the project. These give-and-take sessions will net you many useful suggestions from a wide variety of agency personnel.

5. Select a small number of agencies (perhaps a half dozen) to make brief presentations. Schedule the presentations throughout one day. Adhere to a strict timetable; thirty minutes should provide ample time to present a campaign theme and the major approaches to be used. Specify rough art work and ideas - no "dog and pony show", to use advertising lingo.

6. Choose your agency.

Services Which an Agency Can Render

Types of services which an advertising/public relations firm can provide may be grouped into two categories, planning and execution. In order to plan your campaign strategy, the agency might arrange to have a marketing research study conducted. If your target audience is the parents of children from birth to twenty-one years, it would be helpful to sample that group's awareness and attitudes. Such a study would provide information valuable in planning; it would further define the project's objectives and establish baseline data for assessing the effectiveness of the campaign. Next the strategy could be developed, followed by a timetable which would account for each of the specific campaign components. The agency can also help with manpower organization and planning. If you wish to use local volunteers to coordinate some aspects of the Childfind,

the agency can both provide training materials and train these volunteers.

Many tasks are involved in executing a public awareness campaign. One major endeavor for the agency to undertake is the initiation of a publicity effort. Holding a press conference is a good way to kick off the campaign. The agency can organize this, sending out press kits and news releases related to the conference. The agency should assure that the Childfind receives legitimate news coverage and that opportunities are provided for project personnel to appear on interview shows. A clipping service is beneficial. The agency might also write and distribute suggested feature stories and editorials to newspapers.

Products must be developed for the project. These are likely to include radio and television spot announcements, brochures and posters. Perhaps you will also want a film or slide show, countertop displays, billboards or buttons. The agency should assume responsibility for production of all these materials. The agency may also be able to secure a celebrity to speak on behalf of your project.

Media placement is the process of getting the message seen and heard by the public. It includes the distribution of audio and video tapes to radio and television stations, and of printed advertisements to newspapers. If public service time is being sought, the agency will need to do some monitoring of air time promised and received. In some cases, it is possible to arrange for a combination of paid and public service time. A station might provide matching free time for any purchased air time. These are matters which can best be negotiated by agency personnel, as they conduct such business on a routine basis.

Conclusion

The involvement of an advertising/public relations firm can be the single element which sets your public awareness campaign above the rest. With few exceptions, such an agency has closer contacts with the media and a more highly skilled creative staff than a state or local education agency. In the realm of public service, it is generally acknowledged that a high quality spot announcement will receive more play than a less professional spot. High quality materials, coupled with a well coordinated public relations effort, will greatly assist you in publicizing your message. Remember that the campaign will only be as strong as each of these three components: your forethought and planning; selection of an advertising/public relations firm with capable, sensitive personnel; and your monitoring and editing of the agency's work throughout the Childfind.

CHILD TRACKING SYSTEMS:

A WORKING MODEL

by

Joene Grissom, Pat Curtis

and the

Midwest Regional Resource Center

Drake University

Des Moines, Iowa 50311

CHILD TRACKING SYSTEMS:
A Working Model

When the Texas statewide Child Find effort was initiated in order to assure "that all handicapped children (regardless of the severity of their handicap) are identified, located, and evaluated", as mandated by P.L. 93-380 and later by P.L. 94-142, it was immediately apparent that the progress of such an effort would need to be closely monitored. The state and the local district could not be accountable for such an assurance without accurate data available to show what progress was being made. The problem presented in monitoring the identification, location, and evaluation of handicapped children on a statewide basis was exceedingly complex. A simple automated method had to be designed to track handicapped children.

The purpose of this paper is to explore the use and benefits of a tracking system as it related to child identification. A tracking system, for the purpose of this paper, is defined as a data management method whereby a child is monitored from referral to program. The tracking system which will be discussed is one that was developed primarily to monitor the location, identification, and evaluation of previously unserved children located through the Child Find system in Texas. The addition of inappropriately served (second priority) children will also be discussed.

The development of a tracking system should consider these basic factors:

(1) It can be used to monitor and evaluate the progress being made in the Child Find effort. This refers not only to monitoring the progression of an individual child through the location, identification, and evaluation process, but also to the use of

all data to monitor and evaluate the operation of the system as a whole.

(2) Another use is to match program details and progress with legal mandates.

(3) Finally, and perhaps most importantly, the system provides information for decision making; e.g. determining needs for program development, staff development, obtaining facilities, staffing patterns, setting funding priorities, and long range planning.

Guidelines for developing a tracking system and the data elements within should be based on the overall design of a Child Find system and state policies and procedures for the identification of an eligible handicapped student. The critical point in the initial phase of development is specificity - defining what is needed in clear, concise terms. The state education agency's (SEA) responsibility is providing direction and leadership to regional units in the actual collection and reporting of data to the state agency. The regional unit then assists the local education agencies (LEA) in the location, identification, and evaluation process. Since the regional units are responsible for the collection and reporting of data, this is the level which is monitored by the state education agency.

Submission of the report to the state education agency is on a monthly basis, however, as child identification becomes an accepted and stable component of the education system, it would seem that the tracking report could be submitted quarterly rather than monthly.

The specific data elements of the tracking system grew out of policy mandated activities which had to occur in order to make the determination that a child is eligible for special education services and to place a child

in a special education program. Time limits are set for completion of each step in order to measure the progress of each referral as it moves through the system. The data elements and definition of a tracking system are:

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Child ID	Location of Child	Referral Received (Date)	LEA Contact (Date)	Parent Contact (Date)	Screening (Date	Individual Assessment

(8)	(9)	(10)		(11)	(12)	(13)
ARD Decision (Date)	Program Started (Date)	Follow-Up		Status Code	Hard Code	DOB
		1 Month	3 Month			

(1)

Child ID

Each student referred to Child Find is assigned a Child ID number. This allows the individual child record to be maintained at the regional or local level and reported to the state in nonpersonally identifiable form.

(2)

Location of Child

To indicate the location of a child at the time of referral, a code of 1, 2, or 3 is placed in this cell. (1=out of school, 2=in public school, 3=in non-public school)

(3)

Referral Received (Date)

A date is entered into this cell to measure the turn around time taken to begin processing the referral. (48 Hours Maximum)

(4)

LEA Contact (Date)	Indicates the date the local education agency was contacted by an intermediate unit informing them of the referral and coordinating efforts to proceed onto the Child Find process.

(5)

Parent Contact (Date)	A date is entered indicating parent contact has been made notifying them of the services available, what steps will be taken to locate appropriate services and projected timelines for securing needed services.

(6)

Screening Done (Date)	A screening date is entered indicating that the necessary information has been collected to determine whether Child Find activities should be continued.

(7)

Individual Assessment Complete (Date)	A date is entered indicating the completion of a comprehensive assessment necessary to provide information for recommending placement of the child in a special education program. (This could include medical evaluations, intelligence assessments, etc.)

(8)

ARD Decision Made (Date)	A date is entered indicating that the Admission, Review, and Dismissal Committee met to determine that the child was eligible for placement, based on the criteria for special education, and that such was recommended. At this point, the handicapping condition is assigned.

(9)

Program Started Revised (Date)

The date entered indicates the education program recommended has been implemented.

(10)

Follow-Up 1 Month/ 3 Month (Date)

The date entered indicates a 1 month follow-up after the program started to determine program effectiveness. The 3 month follow-up is a final check on program effectiveness.

(11)

Status Code

A numerical code is given to each referral once a month indicating the current status of that child's program. This also can be used for state monitoring in initiating new programs. The codes are:

1 Released - Deceased
2 Released - Not eligible
3 Released - Moved to another region
4 Released - Moved to another state
5 Released - Satisfactory placement
6 Inactive - Unable to locate
7 Inactive - Parent refuse service
8 Inactive - Student refuse service
9 Inactive - Other

The data provided in the monthly report is compiled and aggregated in order to present a total picture of the status of Child Find. Any step (screening, assessment, Admission, Review, and Dismissal Committee, program started) that is not completed is subtracted, leaving the total number of referrals that are currently being serviced in a special education. This

process proceeds as follows:

Referrals - Total cumulative referrals received to date (taken from ID's reported).

- Released/Inactive - Referrals that are found to be ineligible due to age or "no handicap" are subtracted from cumulative total.

(Difference)

- Not Yet Screened - Referrals that were referred, but have not been screened are subtracted.

(Difference)

- Awaiting Assessment - Referrals that have been screened, but have not been assessed are subtracted.

(Difference)

- Assigned Handicapped 0000 - Referrals that have been screened, assessed, and determined to have no handicap are subtracted.

(Difference)

- Reported Without Handicap - Referrals that have been recommended for placement by Admission, Review, and Dismissal Committee, but reported without handicap are subtracted.

(Equals)

- Identified Unserved Handicapped - This total reflects the referrals that meet eligibility criteria and have been recommended by Admission, Review, and Dismissal Committee.

- Being Served - Referrals that have been placed and program started

- No Program Yet - Total referred, but program has not started

From these data, three tables can be produced which present a breakdown by age and handicapping condition:

(1) The total number of identified unserved handicapped,

(2) The total number currently being served, and

(3) The total number of students placed by Admission, Review, and Dismissal Committee, but no program started.

The data collected can be analyzed and interpreted to allow either the state, regional, or local agency to make projections as to the number of referrals to be identified as unserved and specific populations in need of

program development. This information can also be used in identifying best practices for public awareness activities, documentation of program availability as a data base for development/or revision of program needs, and in identification of service gaps for identified unserved handicapped.

In summary, a statewide tracking system for handicapped children is not only feasible, but yields hightly useful information. The Texas tracking system discussed here has proven to be an indispensable method of meeting the mandates of P.L. 94-142.

BIBLIOGRAPHY

BIBLIOGRAPHY

This annotated bibliography represents a selected listing of topical publications from 1976 through 1979. No attempt was made to make it an inclusive compilation. Rather, it represents examples of various perspectives from journal articles through suggested working models.

Blowers, E.A. and Paterson, J.G. "The Teacher, The Counselor, and Other Children", School Guidance Worker, 32, 1, Sept. 1976, 13-16.

Counselors must prepare themselves to assist in the identification of exceptional children, through informal as well as formal testing procedures.

Bradley, Ralph A. and others, Child Find Manual. New York: City University of New York, 1977, 141p.

Designed to help school districts meet the Child Find requirements of P.L. 94-142, the manual considers ways of locating unknown handicapped children and reviews aspects of recordkeeping, confidentiality and due process. An initial section addresses the role of Child Find in the delivery of special education services. Proceeding sections review procedures for identifying handicapped children through census, public awareness, and screening activities. Suggestions are offered for enhancing interagency cooperation, and legal requirements for due process, confidentiality, recordkeeping, and data collection are discussed.

Byfield, Nancy. "Federal Programs--Statewide Child Identification Project", Bureau Memorandum, 19, 3, 1978, 28-31.

Public awareness activities of Wisconsin's Statewide Child Identification Project are descibed; and data on distribution of public awareness materials are presented along with statistics on the number, ages and exceptional educational needs of previously served and unserved children.

Chazdon, Carol and Harvey, Donna M. Child Find: A Handbook for Implementation. Procedure and Recommended Guidelines, ed. Brian McNulty. Denver: Colorado Department of Education, 1978, 241p.

This manual is an attempt to provide a model for

identifying, locating, and evaluating unserved handicapped children 0-21 years of age. The material included provides; a) pertinent information and the underlying rationale for utilizing a coordinated community-based Child Find, and b) information which will be assistive in the selection of materials and procedures for implementing the awareness, screening, evaluation and referral components.

Council for Exceptional Children, Reston, Early Childhood--Identification and Assessment 1977 Topical Bibliography, Exceptional Child Education Resources Topical Bibliography Series, No. 702, Virginia: ERIC Clearinghouse on Handicapped and Gifted Children, 1977 22p.

Presented is an annotated bibliography containing approxiamately 85 citations (1974-1976) on identification and assessment of handicaps in early childhood. Entries are arranged by accession number and usually provide the following information: author, title, source, date, pagination, availability, and a brief abstract.

Flemming, Frances. "Is Special Education Really Necessary?" Journal of Special Education, 1, 1, 1977, 5-10.

In this critique of the primary school system, the author discusses such things as early identification procedures which can label a normal child "handicapped", and unnecessary competition which causes unhealthy stress--things the author feels help to generate "system-damaged" children who then require special education.

Garland, Corinne W. and Kiefer, Sharon E. Child Find: A Manual. Williamsburg, Va.: Williamsburg Press, Inc., 1977, 22p.

A narrative explanation of how Virginia organized and conducted their Child Find activities for handicapped children, ages 2-7. Examples of various materials are included. This program carried a heavy emphasis on the need for and role of community education in such an effort.

Hoffman, David. "Familiarity with Child Find". Paper presented at the 55th Annual International Convention, Council for Exceptional Children, Atlanta, Georgia, April, 1977.

The Child Find Program in Dade County, Florida, a federal project designed to identify exceptional children (to 21 years old) not presently receiving an education, is described.

"How To Find the Children in Your School Who Most Need Special Education", American School Board Journal, 163, 11, Nov. 1976, 44-45.

A common sense article encouraging local school district personnel to become aware of and actively involoved in Child Find programming. Some resources and model programs are discussed.

Kurtz, P. David, and others. "Issues Concerning the Early Identification of Handicapped Children", Journal of School Psychology, 15, 2, 1977, 136-139.

Most handicaps go undetected until children become school age. To discover effective and efficient child find procedures, several variables must be examined: 1) population to be screened, 2) massive campaign vs. specific contact, 3) agency effort vs. community-based effort, and 4) referral mode vs. screening mode.

Magliocca, Larry A. and others. "Early Identification of Handicapped Children Through a Frequency Sampling Technique", Exceptional Children, 43, 7, April 1977, 414-420.

The applicability of using frequency sampling techniques in an identification effort is discussed.

Mazzullo, Mariann C. "Procedures Used in Child Find Activities". Paper presented at a workshop for SEIMC Child Find Consultants, State Education Department Conference, Albany, New York, February, 1976.

Presented is an outline of procedures to use in child find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical community agencies, therapeutic nurseries, day care centers, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to announce a new preschool learning center. (LS)

Mazzullo, Mariann C. "The Mandate: To Identify Children with Handicapping Conditions." Paper presented at the 55th Annual International Convention, Council for Exceptional Children, Atlanta, Georgia, April, 1977.

Reviewed are 10 Child Find projects to locate possibly handicapped children as mandated by

Public Law 94-142 with particular emphasis on Child Find activities in New York State. Noted are efforts of Colorado, and Idaho including public awareness campaigns, and screening programs.

National Association of State Directors of Special Education, Child Find Data: A Report of Feedback Information Collected by the National Office, Washington, D.C.: NASDSE, Dec. 1977, 7p.

Presented are findings of a survey of 38 state child find coordinators. Summarized are responses to the five survey questions: is your 1977-78 child program primarily a local, statewide, or a combination effort; how many, and what types of children were found; would you rate your state's child find efforts as generally successful or unsuccessful; what role do you see certain advocacy groups playing in child find programs; and what do you see as being in the future for state child find programs. A table is included which breaks down number and types of children found by state.

National Association of State Directors of Special Education, The Prince William Model: A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children, Washington, D. C.: NASDSE, 1976, 29p.

This Planning Guide was developed to help personnel in local education agencies review their existing special education programs and plan for the development of additional services. The guide consists of three major components: 1) a full services model program, 2) statements reflecting the responsibilities for special education services, 3) suggested procedural forms.

National Association of State Directors of Special Education and the Mid-East Regional Resource Center, Child Identification: A Handbook for Implementation, Washington, D. C.: NASDSE, 1976, 29p.

The intent of this manual is to provide state and local education agencies with some procedures that have been successfully used in some states and local districts.

New York Regional Resource Center, Child Find Manual, New York: Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 1977, 137p.

This manual was written for those persons in local school districts who are new to Child Find and who find themselves with daily Child Find responsibilities. It addresses several of the ways to locate unknown handicapped

children, basic record keeping and data collection requirements of P. L. 94-142, due process, and confidentiality.

Peterson, Pam and Clark, Bob. Search for Special Children. Indianapolis: Indiana Department of Public Instruction, 1976, 84p.

A report of one state's comprehensive effort to locate and identify all handicapped children, ages 0 to 21, who are receiving no educational services, A 60 page appendix includes examples of materials/ procedures developed for this purpose.

Pokorni, Judith, Screening and Assessment Instruments. College Park, Maryland: Head Start Resource and Training Center, 1977, 59p.

Screening and assessment procedures are described for Head Start personnel. An initial chapter focuses on the importance of teacher obversation and discusses the uses of behavior checklists. Part II presents an annotated list of 18 screening instruments with information on the developer or distributor, the age range of children to be screened, administration method, purpose and subtests. Suggestions are made for adapting a screening instrument, and a sample of one Head Start program's rating scale is included. Six diagnostic/prescriptive instruments are reviewed in Part III. A publishers' list is appended.

Popke, C.A. "Federal Programs--Child Find in CESA 3", Bureau Memorandum, 19, 3, 1978, 32-34.

Described are Child Find activities in a cooperative educational service agency in Wisconsin.

Rowley, Jo Anne, A Zero-Reject System. Austin, Texas: Texas Education Agency, 1978, 82p.

The handbook describes the Project FIND Zero-Reject Model for identifying and serving handicapped children in Texas's Gregory-Portland Independent School District. A Flow Chart of the system is provided, and the following components are discussed (sample subtopics in parentheses) needs assessment, staffing patterns, (responsibilities of directors, counselors, and instructional supervisors), staff training (screening and working with parents), public awareness (media, interagency cooperation, and medical contacts), integration (referrals, related therapy services, and transportation) and management (sample home contact records, total service plans for individual education programs, and public awareness management forms).

Rowley, Jo Anne, First You Get Their Attention. Austin, Texas: Texas Education Agency, 1978, 76p.

The handbook is designed to aid school districts in efforts to locate all handicapped children within their districts, as mandated by P. L. 94-142. Individual chapters address the following aspects of child find programs (sample subtopics in parentheses): rationale for public awareness (cost effectiveness, moral obligations, and public image), target audience (general public, parents, and minorities), publicity (planning procedures and tapping sources), time factors in publicity, dissemination resources (papers, posters, and promotion), and preparing publicity.

Sahin, Selcuk T. "Efficient Preschool Screening for Educationally At-Risk Children", Day Care and Early Education, 5, 4, 1978, 42-45.

A discussion of the model preschool screening program for educationally at-risk children includes a description of the screening tools and publicity used, the pilot project conducted prior to its implementation, and the actual implementation of the program.

Schennum, Ruth H. and Siegel, Judith S. "Implementing a Comprehensive Early Identification and Intervention System--Without Reinventing the Wheel". Paper presented at the 56th Annual International Convention, Council for Exceptional Children, Kansas City, Missouri May, 1978.

A description of Rhode Island's methods of screening 39,000 preschool children for possible handicapping conditions.

Schleifer, Maxwell J. (Ed.) "Early Diagnosis: We Want to Know Whether Jimmy Is Ready to Start Kindergarten", Exceptional Parent, 8,1, Feb. 1978, 14-18.

The points of view of the parents and pediatrician of a young child with slow physical and motor development are presented to stress the need for better communication between parents and professionals.

Slack, Georgia. "Child Find", American Education, 12, 10, Dec. 1976, 29-33.

Through the streets of south Florida cities and the byways of the keys, a new breed of detective is tracking down handicapped children who are not in school.

Turner, Ruth. Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children: Nova University, 1976, 93p.

A project was proposed to develop a system for

the location of unserved handicapped students (3 to 21 years old) and a model for facilitating cooperative planning between the Dallas Independent School District and a major community agency. Efforts to ensure the continuation of these activities included the development of a computerized information system, a referral procedure, and a public awareness campaign. The project located 88 unserved handicapped children through a public awareness campaign and a house-to-house convas. The most successful child find activities were human service agency visits and a poster displayed in neighborhood business establishments.

Zeitlin, Shirley. "Uses and Abuses of Early Identification Programs". Paper presented at an American Psychological Association Symposium on: Early Identification for Potential High Risk Learners, 1976.

Discussed is early identification of children having special educational or developmental needs, with emphasis on the use of screening to identify the potential high risk learner. Terms are defined and criteria to help select a screening instrument are given. The Zeitlin Early Identification Screening (ZEIS) is described as an example of a screening instrument. It is noted that kindergarten screening helps the educator to plan more effectively for each child and is part of the total educational process. A model for early identification programs is used to illustrate the total process. Some possible abuses of the screening process are discussed.